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# University of Montana Report of the President 1944-1945

University of Montana (Missoula, Mont.). Office of the President

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MONTANA STATE UNIVERSITY  
Missoula

July 31, 1945

PRESIDENT'S REPORT

To the State Board of Education:

Since this is my last annual report and since the four years I have spent in the University of Montana have all been under wartime conditions, I have felt justified in making this annual report to some extent a review of the past four years of wartime history for Montana State University. With the advent of Pearl Harbor these wartime conditions made their impact upon the University at a very inopportune time. Years of depression in Montana had severely reduced the operating budget of the University. Administrative difficulties and unfortunate developments had militated against public confidence in the University's program. While other comparable institutions in the country were gaining in registration, Montana State University dropped from a total enrollment of 2,256 in 1936-37 to one of 1,618 in 1941-42. Practically all of this reduction occurred before Pearl Harbor. The reduced registration depleted income from fees and adversely affected many aspects of the University's program.

Montana State University has had a long history of financial troubles. In 1929-30 Montana State University received \$363,578.37 from the millage tax. In this year the University enrolled 1,589 students. By 1936-37 the student body had risen to 2,256 but the appropriation from the millage fund had fallen to \$249,485.39. Even for the school year 1941-42 the millage appropriation was only \$319,436.01. It takes little elaboration to indicate the handicap of so limited a level of financial support. Briefly, however, it can be pointed out that during the ten-year period preceding the present war the physical plant deteriorated from lack of upkeep, and the morale of the faculty and students suffered because of the distressing conditions under which the work had to be carried on.

At this point I wish to pay tribute to the devotion and loyalty of the faculty of Montana State University. I know of no state university which has carried on in the last two decades under as serious difficulties, yet the devotion of the faculty to the young people of Montana and to the welfare of the state has not wavered. In spite of the difficulties under which the faculty has labored, the educational product has been far better than the state had a right to expect.

Financing the University

The critical character of the financial problem confronting the University in the fall of 1941 seemed to call for vigorous action on the part of the administration of the University and the State Board of Education. Accordingly, every opportunity was taken to present the facts to the public concerning the lack of support enjoyed by the University. When the time arrived for the 1943 session of the Legislature, however, it was difficult to secure the fullest attention to the financial plight of the University because of the greatly reduced registration and because of the urgency of other wartime concerns. While the 1943 Legislature

did increase the appropriation from the millage fund slightly, it was necessary to reduce the estimate of return from fees from \$155,000 to approximately \$97,000. This brought about a drastic reduction in the operating budget of the University. For the second year of the biennium the appropriation from millage was somewhat larger, but with the reduced fee income the total income of the University was still lower than it was in 1941-42.

In the closing days of the 1943 legislative session Army educational programs came to the campus. The war training programs began March 1, 1943, and continued in one form or another until January 7, 1945. These programs not only made a contribution to the war effort, but they proved a lifesaver to University finances. In fact, had it not been for these programs it would have been necessary to dismiss at least 15 faculty members in the fall of 1943 because of lack of funds. With the Army program on the campus, these faculty members undertook Army teaching and were retained as members of the staff of the University for service in the postwar period. The Army also bore what it judged to be its just share of the physical plant operating expenses of the University. The housing and feeding of the trainees made it possible for the residence halls to maintain a position of solvency with regard to outstanding bond obligations. Army use of the Student Union Building helped the Student Union to maintain its financial position. The operating budget of the University for the school year 1943-44 was \$742,049.77. For 1944-45 it was \$616,397.68. In both of the two years of the biennium the regular appropriations to the University were enhanced by receipts from Army funds to make up these total operating budgets.

The requests to the 1945 Legislature were prepared during the summer and fall of 1944. Their preparation followed a greatly different plan from that utilized in previous years. Ordinarily, the presidents of the six units meeting in the Executive Council had estimated the returns from the millage tax and divided the returns as best they could among the various institutions and made their requests of the Legislature correspond with the available income. An obvious defect of this policy is that the Legislature can never be informed of the actual needs of the University because the requests are based, not upon the needs of the institution, but upon the amount of available funds. In the preparation of the 1945 budgets a different policy was followed. Each president asked his deans and department heads to prepare their estimates based upon conservative estimates of the needs of the department. The president assembled these requests, and Miss Dorothy Green as Executive Secretary of the University of Montana compiled the requests of the various institutions into a single budget for the University system. The State Board of Education was sympathetic to this policy and assisted through the appointment of a special committee which reviewed the budgets in detail. When the requests were finally presented to the Legislature they exceeded the probable income for the biennium by more than a million dollars.

It had been hoped by the Executive Council that the Legislature would see fit to appropriate these additional funds from the general fund of the state. Instead, however, the Legislature made its appropriations from general funds subject to the income from fees, thereby keeping the University from sharing at all in the state general fund. The Legislature did, however, recognize the needs of the University and appropriated more than \$900,000 from an accumulated balance of approximately one million dollars in the millage fund for current expenses for the University system for the biennium. For Montana State University the request for the biennium

was \$1,516,651, and the appropriation actually made totalled \$1,355,791, as compared to \$977,358 for the preceding biennium. In view of the substantial character of the increases in appropriations by the 1945 Legislature to Montana State University, it is somewhat distressing to be forced to point out that the University financial problem is at least as serious as it was four years ago. A comparison of the major items in the budget for the school year 1941-42 with the corresponding items for the school year 1945-46 makes this fact clear. The increase in appropriations has barely covered the increased salary rates which wartime conditions have forced upon the University. In the educational system the amount included for salaries in the 1945-46 budget will actually supply a smaller faculty at the current rates than the amount included in the 1941-42 budget supplied at the rates which then existed. In 1940-41 with a teaching faculty of 94 the budget for salaries was \$296,124. In 1945-46 with only 80 teaching faculty members the salary budget is \$385,005. As far as the physical plant is concerned, increased costs of supplies and greatly increased rates of pay have absorbed the entire increase from 1941 to 1945 and left nothing for improved maintenance of the physical plant. I can summarize by pointing out that substantial as the increases in appropriations have been they have not kept pace fully with the increase in costs during the corresponding period, and the University is therefore in as precarious a position financially as it was before Pearl Harbor.

A forward look makes the financial picture for the University even darker. The return of veterans from overseas service and the return of a normal student body to the campus will no doubt give Montana State University the largest enrollment in its history. As matters now stand, it will have to teach these students with a smaller faculty in proportion to student body than it has had for many years. An overloaded faculty is one of the surest ways to reduce educational efficiency. On a nationwide basis the costs of education are mounting. Salaries are rising, and the costs of all supplies and materials are growing constantly higher. The years to come, therefore, will find higher and not lower costs facing the University.

The problem of sources of funds for higher education in Montana continues to be serious. The present return from the  $3\frac{1}{2}$  millage tax supplies only a little more than half of the amount of money needed to maintain the University system on its present level of operation. If the level of operation were raised to that of comparable institutions in other states and if a quality program were to be maintained, the millage tax at its present rate and return would produce barely half of the needed revenue for the University system. Appropriations by the last Legislature have taken most of the accumulated balance in the millage fund. Probably the balance in this fund will not exceed \$300,000 at the time the 1947 Legislature assembles. Requests from the University system at that time will probably exceed those for the last biennium by at least a half a million dollars. From what source are the additional funds to be secured? The answer is not an easy one. Various kinds of new taxes are being proposed, no one of them wholly in favor with all of the important economic groups in the state. Some have proposed a doubling of the rate of the  $3\frac{1}{2}$  mill tax to 7 mills. Since such an increase must be voted upon by the people, it is problematical whether or not it would be approved.

The plain fact is that Montana has established and is trying to maintain a system of higher education which is beyond the capacity of the state to support unless it wishes to exert itself for such support beyond the levels in other comparable states. This condition lends emphasis to the program carried on by

the State Board of Education in the past two or three years seeking a reorganization and unification of the University system for more economical and more efficient operation. Attention will be given to this problem later in the present report.

#### House Bill 10

The 1945 Legislature changed the conditions of appropriations in connection with the state general fund from those which operated in the budget provided by the 1943 Legislature. Under the former practice all fees collected by the University were deposited in the state general fund, and the Legislature appropriated a flat sum as an offset for fees. While this plan caused a lack of flexibility in the University's budget in cases of rapidly rising student bodies, it did have a marked advantage in giving the University a stable and predictable income. Under the terms, however, of the 1945 appropriation bill the University will receive only as much income from the general fund as it collects in student fees and no more than the ceiling figure named in the appropriation bill. If in either of the two years of the biennium more than \$110,000 is collected, this excess will not be available to the University. Since the amount to be collected in student fees is uncertain, there is almost no way for the University to plan its budgetary operations.

Generally speaking, there are two ways of managing university finances. One is to carry a balance large enough to protect the institution in emergencies. The other is to follow the plan that has been in operation in Montana, namely, the appropriation of a flat sum covering fees. In this case the state guarantees the operation of the institution and makes it possible to do sound educational planning. In Montana it is not feasible to carry a balance, because all balances so carried revert to the state treasury at the end of the biennium. The University system is thus in a most difficult position as a result of the provisions of the 1945 appropriation bill.

The plan of financial operation that has been in effect in Montana (covered by the legislative measure known as House Bill 10) has been the subject of a great deal of criticism. In spite of its defects when applied to certain aspects of the University's program, it has had considerable merit. Any advantages, however, which it has carried for the University have been destroyed by the action of the 1945 Legislature. We now have all the disadvantages of House Bill 10 and none of the advantages that were held out to the various state institutions when the measure was adopted. The 1947 Legislature should either repeal House Bill 10 entirely as it applies to the University system or return to the former practice of making flat appropriations as offsets for fees. If the Legislature removes the University from the rules of House Bill 10, it should enable the University to handle its funds on a trust fund basis, making it possible to carry funds over from one biennium to the other. Either the University must be in position to carry a balance to protect it in case of emergencies or it must have an income the amount of which can be predicted.



## Organization of Higher Education in Montana

In the last three or four years the State Board of Education has given a great deal of attention to problems related to the organization of higher education in Montana. In December of 1943 it appointed a commission of 19 representative citizens and entrusted this commission with the responsibility of studying the system of higher education and making recommendations with regard to its organization and administration. The commission reported in June of 1944 and recommended a clarification of the powers of the State Board of Education, a unification of the educational institutions as to educational program and budget, and in a general way indicated the importance of eliminating overlapping of effort. The Board of Education approved the recommendations in a general way, and under its direction legislation was prepared translating the recommendations of the commission into statutes and a Constitutional amendment. In dealing with the problem of overlapping the State Board of Education prepared a statement of policy which sought to concentrate the preparation of elementary school teachers in the college at Dillon, to convert the colleges in Billings and Havre into junior colleges and preparatory institutions. It was the Board's hope that the program could then be developed in the various institutions on a functional basis with as little overlapping of effort as possible. Local interests, however, defeated nearly all of these proposals, and although the Legislature did pass House Bill 214, the principal legislative measure which had been introduced by the Board of Education, it removed the most important section of the Bill, namely, that which gave the Board of Education the power to transfer funds from the budget of one institution to that of another. House Bill 214 does provide, however, that the State Board of Education must appoint an executive officer. This provision probably stabilizes the position of the chancellor or executive officer.

After three decades of controversy and discussion the problem of organizing higher education in Montana thus still remains acute. Common sense thinking on the part of most informed citizens of the state leads to a recognition of the soundness of the proposals made in the last Legislature by the Board of Education. Localism in the various towns in which the units of the University system are located is, however, so strong that it seems to preclude an open-minded consideration of the most obvious facts. In the meantime the State College at Bozeman is on the way to becoming a full-fledged comprehensive university; the Normal School in Billings will continue to be a teacher education institution and in addition broaden its program to include junior college courses; and both the State College in Bozeman and Northern Montana College at Havre are developing programs in the field of industrial arts. The education of secondary school teachers is divided between the State College at Bozeman and the State University at Missoula, and with this division of forces neither school is likely to develop a strong program. Meanwhile, also, educational costs are mounting in all the units of the University, and no one knows how enough money can be secured to establish quality programs for Montana's young people.

The most discouraging feature of the entire situation is the utter refusal of the partisans of the individual units of the University system to face the facts in regard to the organization and cost of higher education in Montana. Certainly it must be clear to any well-informed person that if Montana with a population of perhaps 450,000 people attempts to do everything in the field of higher education and duplicate efforts in the various centers, it is certain to fail to develop

educational programs of quality and effectiveness. The state is not large enough to support even one college for the preparation of elementary school teachers, yet three are being maintained. In the long run it is the young people of Montana who must suffer for the selfishness and local partisanship of educational leaders and their supporters.

### Faculty

Problems of the teaching staff in a small state university are nearly always serious. Low salary schedules make it difficult to obtain outstanding staff members. When they are obtained they are usually quickly attracted away to other institutions by larger salaries and improved working conditions. This process has been going on in the case of Montana State University ever since its establishment 50 years ago. Were it possible to assemble the staff members who have served at Montana State University we would no doubt have one of the most distinguished faculties in the entire nation. For one reason or another, however, many outstanding people have remained in Montana, chiefly because of the love of their work or because of their enjoyment of Montana's glorious scenic and climatic advantages. Nevertheless, the University found itself in 1941 with urgent need for increased strength in many schools, departments and instructional areas. In the past few years a considerable number of outstanding young men and women have joined the faculty. With the return of peacetime conditions many outstanding faculty members on leave will contribute their talents to the improvement of the University's program. Only a beginning, however, has been made. The faculty of the University is especially deficient in numbers of young men and women of the ages of 25 to 35, men and women who would normally hold the rank of instructor or assistant professor. Assuming that the postwar registration of the University is somewhere between 2,500 and 3,000 students, the University will need the services of at least 50 such young men and women.

The above situation with regard to staff emphasizes the importance of improved salary levels and desirable personnel policies for the University. Increasingly, University faculty members are attracted not only by adequate salaries but by desirable conditions of employment, security of tenure, reasonable teaching loads, optimum equipment and conditions for research and adequate retirement programs. In relation to several of these factors Montana State University is in a difficult position.

### Salaries

In the school year 1940-41 the highest salary paid to a full professor at Montana State University was \$3,360. With the aid of funds provided by the 1941 Legislature this was increased to \$3,600 for the school year 1941-42. As staff members relinquished their positions to undertake war work, the funds for their salaries thereby released were diverted to salary increases for the staff members who remained on the campus. Increases of this kind were provided in April, 1942; July, 1942; April, 1943; and April, 1944 and 1945. While the increases in each instance have been small, they have operated to raise salary levels to the point where staff members who as full professors received \$3,600 on a nine-months basis in 1941-42 received \$4,800 in 1945-46 on a twelve-months basis.

### The Twelve-Months Contract

For years the University system had faced difficulties because of variations in employment practices among the units of the University and between groups within a single institution. In the State College, for example, staff members in the Extension Service and the Experiment Station were employed on a twelve-months basis. Those in the instructional aspects of the College program were employed on a nine-months basis. In the State University a summer session provided additional income for some members of the staff. This income varied greatly and reached only a part of the faculty, but it was a factor, nevertheless, in faculty income. The advent of the Army programs provided year-around employment, with considerably increased income for the members of the staff. At the April meeting of the Board of Education in 1944 the State Board of Education placed all of the instructional employees of the University system on a twelve-months basis with one quarter out of residence every two years. This action on the part of the State Board of Education has eliminated discrepancies in employment practices among the various units of the University and among the various members of the staff of a given institution. Simultaneously, the Board of Education also made the contract year correspond with the fiscal year, so that both the contract and fiscal years now run from July 1 to June 30. Extra pay for extra work has been eliminated, and each faculty member receives a single salary which represents his total compensation from the University.

The new twelve-months plan will, I believe, increasingly commend itself to both the faculty and the state as time goes on and reveals its advantages. Under this plan the younger staff members who quite often could not teach in summer school under the old program can now carry on research work and receive compensation for it. If desirable, they can also participate in various forms of community service. Incomes can now be approximately the same in various schools and departments of the University, eliminating jealousies and differences of opinion over opportunities for summer session employment. Moreover, a staff member under this program is not penalized by reduced income merely because he happens to work in a field in which there is little opportunity for summer employment. The leave of absence privileges extended under the rules adopted by the Board of Education on April 10, 1945, will make it possible for staff members to continue their training, secure needed rest or other stimulating experiences.

A word of caution is in order with regard to the salary rates under the new plan. It should be remembered that these salaries now represent the faculty member's entire income and that, accordingly, care must be exercised from time to time that these annual incomes compare favorably with those in other institutions. Already the University is losing several of its ablest staff members because of higher rates being paid elsewhere. The Legislature should recognize this fact, and provide adequate funds in its next appropriation to make certain that the University's interests are protected.

### Teaching Loads

Teaching loads in Montana State University have always been high. The only exception, perhaps, was a certain period during the war when the student body fell



to a low level. Ordinarily, the student-faculty ratio has been about twice that of the national average. On an average in American colleges and universities it is assumed that there should be one faculty member for every ten students. In Montana State University in normal times the ratio has been one staff member for every twenty students. Unless exceptional effort is put forth to correct this condition, these high teaching loads are almost certain to return after the war. With them will come reduced educational efficiency and a reduced attractiveness of Montana State University as a place to work. Every effort should be made to increase the size of the faculty to the point where adequate individual attention can be given to students.

#### Retirement Privileges

The 1945 session of the Legislature stabilized Montana's teacher retirement system. From now on the state contributions to the retirement program are contributed from the University's funds, and it will be unnecessary to ask the Legislature every session for funds to carry on the retirement program. While this is a commendable step and will guarantee full payment of retirement allowances, the teachers retirement program is utterly inadequate for the needs of the University. Also, in the 1945 session of the Legislature a new system for retirement of state employees was established. Under this system an employee in the non-educational aspects of the University's program can retire on as much as \$2,000 per year, while the highest retirement allowance available to a member of the faculty is \$1,000. While I am highly gratified that other state employees are to have this privilege, I can see no justification for withholding a similar privilege from the staff members of the University. In most of the leading educational institutions of the country adequate retirement programs which permit staff members to retire on approximately half of maximum salary are now in effect. Obviously, Montana State University cannot compete with these institutions if its salary and retirement programs are wholly inadequate. Steps should be taken to bring this matter to the attention of the 1947 Legislature to the end that a retirement program for University faculty members and other teachers of the state may be established which will at least equal in attractiveness the program now in effect for other state employees.

#### Educational Program

On a nationwide basis educational institutions are studying their offerings and examining their instructional procedures. This widespread study has been induced partially by new educational developments, partially by Army educational experience, and even more by the anticipation of new problems confronting the institutions in meeting the needs of returned soldiers. Such a program of curricular study was undertaken in January, 1943, with the appointment of a Special Curriculum Committee consisting of the following staff members: Walter A. Anderson, Edwin W. Briggs, Ludvig G. Browman, James L. C. Ford, C. W. Leaphart, Wayne R. Lowell, Edwin L. Marvin, H. G. Merriam, Melvin S. Morris, Anne Platt, J. W. Severy, Stanley Teel and Melvin C. Wren. This committee, under the chairmanship of Dean Anderson of the School of Education, began a long-time study of the instructional program of Montana State University. The committee examined similar studies being

carried on in other institutions. It reviewed the literature on higher education. It promoted a series of forums and discussion groups dealing with the problems faced by our own University. It enlisted the cooperation of the vast majority of the faculty members in the study of our problems. In the spring of 1945 the committee made two proposals. The first recommended the establishment of an experimental program in general education; the second recommended certain modifications in the regular general education offerings of the University. In my judgment it is to be regretted that the faculty did not see fit to approve the experimental program for the school year 1945-46, and it is to be hoped that interest will be revived in it at a later date. The recommendations for alteration in the general education program of the University now under consideration are, in my judgment, moves in desirable directions, and it is to be hoped that they will be approved.

The Special Curriculum Committee and the faculty working together have put in two and a half years of effort in critical self-examination of the University's program. In spite of the large amount of work that has been done, only a beginning has been made. It is the type of study which should be continuous in the life of the University.

The critical character of the present international situation, the difficult political, economic and social problems faced in our own state of Montana, and the needs of the returned soldiers all combine to suggest a more vital college curriculum for the postwar years. Only through enlightened leadership can our national and world problems be solved, and the provision of an enlightened leadership is one of the major functions of Montana State University.

#### Adult Education and Field Service

The movement for adult education on the part of universities is worldwide. It has perhaps reached its highest level of development in England where the time-honored universities of Cambridge and Oxford are cooperating with labor unions and industrial organizations as well as community groups in the provision of needed courses of instruction in current problems. Similar programs have been highly developed to the north of us in Canada. In the United States practically all of the universities are engaged in developing their extension, field service and adult education programs.

At Montana State University this work has been in gradual process of development for a number of years. The Extension Division has offered courses in a great many communities. In 1943-44 the aid of the Rockefeller Foundation was enlisted in the development of a program to improve life in various Montana communities. A special grant of \$25,500 was provided to the University of Montana as a whole for this work. Since that time additional grants have been made by the Foundation bringing the total to \$34,500. The services of Mr. Baker Brownell of Northwestern University were secured to direct this investigation. Briefly, the Montana Study has sought to be of help to people in Montana communities in the study of their own problems. A considerable number of discussion groups, forums and research projects have been carried on in the one year in which the Study has been in operation. The response to this type of undertaking has been most gratifying.

If the striking cityward trend of American life is to be decelerated, more must be done to make the rural areas and the small communities interesting and productive places in which to live. If this community improvement is ever to take place, it must come as a result of activity on the part of those who live in the community. Accordingly, the Montana Study has utilized local resources wherever possible in its program. Basically, it is a process whereby the people living in Montana communities are themselves studying their problems and seeking to improve their life and that of the community.

The Montana Study will be supported by the Rockefeller Foundation in part at least until July 1, 1947. It is to be hoped that by that time the program will commend itself to Montana people sufficiently so that it can be carried on with state support from then on.

In the above discussion of adult education no attention has been given to needed field services in the public schools of Montana, in small business and in the various business and professional fields touched by the University and its program. The Schools of Pharmacy, Forestry, Education and Business Administration will face heavy demands in these areas. Increasingly the various professional groups are calling upon University staff members for assistance. These services take time and travel expense which must be provided by the state. It is clear, however, that it is only through such services that the University will find its way into a vital place in the life of Montana, and it is only as the University attains a vital place in the life of the state that it will receive its needed support.

#### Need for Counseling Service

For several years various faculty committees have studied the counseling problem at Montana State University. All of these studies have led to a greater recognition of the need for improved advisory services to our students. At the present moment there seem to be three phases of this problem that need attention. In the first place, the high school graduates of Montana face a considerable problem in choosing their courses and in choosing among the six institutions which comprise the University of Montana. If these choices are to be made on the basis of promotional activities and new students activities of the six units of the University, much confusion will result, and many losses to individual students will be incurred. It would seem that the University of Montana as a whole should maintain a guidance service placing the choice of courses and institution on an intelligent analysis of the student needs and vocational choices. If the trend in the organization of the University system is toward unification, such service should be maintained in connection with the chancellor's office. If, on the other hand, the trend is to be in the direction of six separate institutions, it is clear that Montana State University must equip itself to discharge this function.

The second problem concerns counseling to our regular students once they are on the campus. Generally speaking, in institutions of higher learning in the country the old-type organization with deans of men and deans of women is on the way out. In its place there is developing a new plan of organization providing for a dean of students or dean of student affairs, with counselors who assist both men and women with their problems. Some form of this type of organization would seem desirable for Montana State University. It seems to be generally

recognized by members of our faculty that the University needs more counseling service than can be provided with the present staff. During the past year Miss Catherine Nutterville has devoted half time to this work and has rendered an important service to our student body. The half time services of one person is, however, an entirely inadequate provision of time. It is to be hoped that the services of a full time counselor can soon be secured.

The need for improved counseling services is accentuated in the third place by the many problems presented by the veterans of the present war who are beginning to come to Montana State University. As yet we cannot see the problem of veterans education fully. We know that each veteran presents an even more individual problem than the average regular student. We know that many modifications of existing curricula and regulations will need to be made for these veterans. We know, too, that these decisions cannot be made without careful study of individual students. A beginning has been made through the establishment of the office of veterans education with Dr. A. S. Merrill as general director. Thus far, the organization, however, has resources only to handle administrative matters and is lacking in counseling service. If the office of veterans education is to realize on its potentialities, it should be provided with the services of a counselor.

#### Needs of Schools and Divisions

Each of the deans of schools and heads of divisions has submitted a report indicating the most important needs of his field of work. Lack of space makes it impractical to discuss all of these needs in detail. Generally speaking, nearly all divisions and departments of the University have inadequate staff to meet the needs of the heavy registration in the postwar period. Nearly all of them need new equipment. It has been practically impossible to secure new equipment during the war period, and much of the University's equipment is either in bad state of repair or obsolete. The latter is particularly true in the scientific fields. Many schools and departments have very inadequate housing. Among those with crucial needs as far as building space is concerned are music, education, business administration, English, history, home economics, geology, psychology, physics and speech and dramatics. The last Legislature passed a measure providing for careful planning and financing of postwar building construction. It is expected that this program will bring relief to some of the departments mentioned above.

Generally one of the most important needs in the professional schools of the University is closer contact with the professions which are served. In the professional schools some staff member should be in position to visit the various communities of the state and keep in touch with developments in the field as well as be of assistance to the practitioners served by the school. Practically every professional school on the campus needs to maintain this kind of service. Present staff limitations make such services exceedingly difficult.

#### The Library

In many respects the library is the heart of a university. It is unthinkable that outstanding work can be carried on in any school or department without good

library facilities. In the past years much has been done to build the Library at Montana State University. Its greatest need at present is improved housing. The present Library, which from the standpoint of exterior architecture is a beautiful building, is wholly inadequate for the present needs of the University. In the first place, its interior design is awkward and, in many respects, unworkable. In the second place, cramped quarters in other departments force the use of much space in the Library for classroom and office purposes. At present study is being given to plans for remodeling the Library with additions so as to make it a workable plant for the Library of the University. This is one of the most urgent physical plant needs on the campus.

### Housing Facilities

Housing facilities for students at Montana State University will be wholly inadequate with the return of normal conditions. Even under the restricted enrollments of wartime conditions all the girls dormitories are full and for 1945-46 will probably be overflowing. There is only one dormitory for boys, South Hall. With the return of normal conditions, this building will not house more than a fraction of the boys who attend the University. Generally speaking, the sorority and fraternity houses are relatively small, and no large proportion of the students can be housed in this way.

A new problem is already confronting the University, that of housing for married students. It is estimated that there will be 500 returned soldiers attending Montana State University within a year or so after the war. At least half of these will be married men. Housing facilities for them simply do not exist in Missoula. Unless they are provided, it is pretty clear that many of these students will not come to the University but go to institutions where housing facilities can be secured. It is therefore of utmost importance that all possible steps be taken to build dormitories with apartments for married students, to provide temporary housing in some cases and to study existing housing facilities in an effort to locate all present housing facilities and utilize them to the fullest possible extent.

### The Campus and Physical Plant

Few educational institutions in the world have as beautiful a location and surroundings as Montana State University. If full advantage were taken of the University's mountain setting, one of the most beautiful universities in the country could be developed. With the help of funds from the Army programs and some special appropriations of the Legislature a good deal has been done to improve the state of repair of the buildings on the campus. Thus far practically nothing has been done to take full advantage of the beautiful campus as far as the improvement of lawns and shrubbery is concerned. A beautiful campus has educational value. It exerts a desirable influence on students and visitors to the campus. It provides an appropriate setting for creative educational effort. Expenditures for the beautification of the campus are therefore not luxuries but sound educational investments.

### Conclusion

It has been a common observation that people who spend some time in Montana become very fond of the state and its people and dislike very much to leave it. I believe this is because Montana possesses exceptional advantages for rich community living. The scenic beauties of the state, the very comfortable climate, and the advantages of the broad open spaces with their recreational outlet all contribute richly to making the state a fine place in which to live. One cannot help but feel that ultimately these advantages will make themselves felt in a high level of social responsibility and interest in the good things of life. It would seem that few states have as much to gain from a sound and effective program of higher education as Montana. It seems doubly tragic, therefore, that higher education in Montana is at present limited in its contribution to the state by ineffective organization and inadequate support.

My experiences in Montana have told me very definitely of the widespread interest in education on the part of many people throughout the state. Their interest and support have been of great help to Montana State University and to the University system. I am confident that some day these people with a genuine interest in education will make their influence felt and that as a result sound organization and effective educational programs will result.

I wish to express my appreciation to the State Board of Education, the faculty and student body, and the many friends of the University throughout the state for the fine spirit of cooperation they have extended to me and to the University.

Ernest O. Melby

### DEAN OF MEN

J. E. Miller, Dean

Although there was less work directly connected with the armed services than heretofore, the Deans Office was extremely busy with agitated students, for the greater part A-F, during the manpower shortage flurry soon after the beginning of the winter quarter. Considerable damage was done to the morale and to the performance of a large number of men students, although only two or three withdrew from the University.

The appointment of a Coordinator by the University, together with changes in personnel and in attitude by the Veterans Bureau, has gone far in obviating what might have been a severe threat to regularity and efficiency in dealing with discharged veterans. When the full impact of the ex-service student strikes the University, the problems of the Dean's Office promise to be numerous and in some cases serious. Discipline, relations with faculty and with other students, finances, health and personality will each have difficulties to present. It is to be hoped that definite and liberal policies with regard to dormitory requirements and similar matters can be established before the arrival of veterans in considerable numbers. Whether or not the Veterans Bureau places a training officer on the campus, the University should enlarge its staff of special advisers to veterans. Also the possibility of a physician (with psychiatric training) furnished by the Bureau should be investigated.

The fraternities attempted to carry on programs similar to those of normal years. It is the impression of the Dean that these met with indifferent success in most cases. However, since the alumni of the various fraternities took the attitude that they were charged with the financial and other success of their chapters, the Dean felt he could advise and assist as far as possible, but not interfere with the various fraternity undertakings.

The fraternities have been warned that everything points to the re-opening of South Hall, and that in this event the old rules with regard to residence there will be enforced.

In the matter of South Hall, the Dean believes that the dormitory should be opened and that it be staffed by a manager with a sufficient staff of proctors and a housemother. The manager and his staff, as in the past, must be largely responsible for the actual enforcement of rules. Although it will be unfortunate to have no dormitory for men, the Dean believes that the present Corbin Hall third floor arrangement should be abandoned even if it is found impossible to open South Hall.

Although there have been several lesser breaches of discipline, the Dean has been obliged to assume a severe attitude in only one case. One man voluntarily withdrew from the University as a result.

Regardless of the future of personnel work, it seems that those now charged with it should, for the good of the institution, be required to attend some professional meetings during the ensuing year.

### Dean of Women

Mrs. Mary Elrod Ferguson, Acting Dean

During the past two school years, 1942-43 and 1943-44, the residence halls were used for housing the military units stationed on our campus. This year, however, the dormitories have been available for our own students, and this return to a centralized residence system has reduced the amount of supervision necessary for the problem of housing the women students. North Hall, New Hall, and the first two floors of Corbin Hall were used for women students, and the third floor of Corbin housed men students. The sorority houses were back to normal this year, after being filled to capacity during the last two years in order to take care of as many of their members as possible. All were under the supervision of splendid social directors. These women devote untiring time and effort to counseling the girls living under their care and providing them with a fine, wholesome environment. Their salaries range from \$65 to \$85 a month. This year two vacancies occur. It is always difficult to find women who are young enough with the proper qualifications for these positions. Seventeen girls lived in the Women's Cooperative House at 601 Daly Avenue, sharing in the work and expenses of the house. During fall quarter, 103 women students lived at home or with other relatives, while 25 lived in private homes. Only two of this number worked for their board and room.

War-time conditions have changed in several respects the character of the work of the Deans' Office. The students are under considerable strain because of the war and find it difficult to settle down to the business of getting an education. This general unrest must be taken into account in considering poor scholastic records, disciplinary problems, and perhaps most of all, in the granting of special permissions. The number of leaves of absence granted by this office has increased tremendously, and in most cases the reason for the student's absence has been to visit a relative or friend who is home on leave. Many late permissions were requested and granted in order that a student might spend as much time as possible with a serviceman on leave, or one about to go overseas. In times like these, one must realize that the regulations which proved to be quite adequate in normal times, must often be amended to fit the unusual circumstances of today. The emotional instability, insecurity and unrest due to lack of normal or customary outlets, increased the lack of consideration and thoughtlessness of individuals. Thus, more counseling and patience were required to aid students in their attempted adjustment to a new and changing environment.

The number of students wanting part-time employment while attending school has decreased a great deal in the last three years. The students who want work are interested, for the most part, only in stenographic or clerical work, and it has been impossible to fill many of the vacancies reported to us for housework, care of children, etc.



This office has continued its work of counselling students whose scholastic average is low and has aided them in every way possible. Attention has also been given to students of high scholastic ability. Alpha Lambda Delta, national freshman scholastic honorary, was helpful in encouraging freshman women to strive for a superior scholarship record. Panhellenic, by sponsoring the award of quarterly and yearly scholarship cups, has also stressed the importance of scholarship.

The Associated Women Students organization has given splendid cooperation in enforcing regulations. The Counselor System, sponsored by AWS, does valuable work in the orientation of freshman women, and the group is endeavoring to carry on its work throughout the year, rather than just during Freshman Week.

## COUNSELOR

Catherine Nutterville

The Counseling Committee has been most helpful throughout the year in discussing, interpreting and evaluating the various problems and techniques which developed as a part of the counseling program. The Counselor feels completely justified in asking for the time and efforts of this committee.

During the first quarter the most intensive effort was placed upon the development of matters which would be considered within the realm of "counseling." It has been difficult throughout the year to differentiate between counseling, advising, and at times between both of these functions and those of the Deans. The Counselor has been insistent throughout that the line of demarcation between any of these functions would be determined by whether or not the problem might become one of administration and discipline. Whenever that transition occurred or seemed about to occur, the Counselor felt that the problem should be referred to the Deans or other administrative officers. During the first two quarters the Counseling Committee met regularly in the Deans' Office. As work became more intensive in the spring quarter, such meetings seemed unnecessary and inadvisable. As a result, only one meeting was held during the last quarter.

Some of the problems which were met were those dealing with matters of handicap and rehabilitation, developing methods and procedures in the matter of educational and vocational counseling, and the matter of building morale on the University campus, during the time when abnormal conditions--that is, the absence of men on the campus and other war conditions--prevailed. An attempt was made to develop a vocational testing procedure. The Counselor believed, as did the members of the Committee, that no cut and dried procedure would be worth the effort, since the time element involved in giving a test to all members of the student body who requested it would make it impossible to use adequately the data thus secured. An effort was made to obtain a vocational preference inventory. Because of printing, paper, and other publication difficulties associated with the war, these materials did not arrive until the middle of the spring quarter. As a result, the tests were given to only about twenty students. This procedure will be exploited more fully in the fall quarter. The most valuable source of assistance in counseling which the Counselor received was the material from the American Council Test, which was used consistently with good effect.

Splendid cooperation was received by the Counselor from the Department of Rehabilitation in Helena and from various other sources, such as the American College Personnel Association and other professional counselors with whom the Counselor kept up a running correspondence.

Some of the unmet problems may be listed as follows:

- (1) Half-time counseling is not enough.
- (2) The Counselor should have opportunity to meet students in groups in their living quarters, at the Student Union, and in other informal situations very

much oftener than is possible under a teaching-counseling situation.

(3) A Counselor's quarters should be developed so that students would feel free to come and go at will, probably finding a browsing table or browsing shelf where they might explore various fields of educational and vocational information which would assist them in making their choices for their college work and their life work. Such a center should have a full-time secretary who would act as receptionist and would make the files of material which we have developed to some degree this year available to the students at all times.

(4) Regular facilities for testing students to determine their educational maladjustments should be a part of the counseling services. For instance, there should be a routine type of diagnosis for students who believe that they are suffering from reading disabilities.

(5) If such facilities as are indicated in (4) above are provided, a remedial service should supplement the diagnostic facilities. These remedial services would probably be most imperative in the fields of reading and speech, although occasionally students complain that they cannot spell, and some of them feel that they might be benefitted by some remedial mathematics.

(6) A serious problem involving physical illness that develops as an emergency is evident in every building on the campus to some degree. A student becoming ill even in the fine new Journalism Building has to climb a flight of stairs or descend one to reach either of the lavatories. Neither of the lavatories is equipped with a couch or a cot upon which an ill person may recline. In many of the buildings the facilities are even worse than they are in Journalism. As a result, a student who becomes suddenly ill must either be dealt with on the floor or transferred to a building that is several blocks distant. In equipping the campus for the benefit of students, every building should be provided with some small rest room where an ill person may be taken care of. The criticism that it may be used for a smoking room is not valid since proper care in its use would make it impossible for students to use it as a smoking room.

# REGISTRAR'S OFFICE

J. B. Spear, Registrar and Business Manager  
Henrietta Wilhelm, Assistant Registrar

The duties of this office, in order that the office may serve its essential purposes, may be summarized, as follows, and to this list of functions are added comments relative to present practices:

	Montana State University	Other Comments
Determining qualifications of students for admission to all departments of the University, and primary responsibility for correspondence relating to admission.	Yes	Assisted by Faculty Committee; more responsibility should be taken by Registrar for difficult cases.
Determine amount of fees to be paid by each student, enforce regulations for payment, and determine refunds.	Yes	Not administered in the Business Office Division.
Supervise registration of all students and submit to instructors the early evidence of the students right to attend classes.	Yes	Well centralized.
Receive from each instructor the term grades of his students, properly record same, and issue certificates of such records to the students.	Yes	Well centralized.
Ascertain and report whether the records of candidates for degrees show them to be entitled to graduation.	Yes	Well centralized.
Compile, edit and distribute the annual catalogue and similar official publications.	Yes	Responsibility not fully determined.
Enforce such regulations as pertain to the functions of the office.	Yes	Usually a cooperative task with President and Deans.
Act as Secretary of the Faculty.	Yes	Includes Committees of the Faculty whose activities are closely associated with the Registrar's Office.

(The above duties of a Registrar's Office follow closely the code of the University of Minnesota).

The use of the records and facilities of the Registrar's Office for the large group of activities classified as student personnel (educational and vocational information and advice, discipline, job placement, etc.) is available for co-ordinate officers. The development of student personnel services should be viewed largely as a cooperative undertaking in which the Registrar's Office should make a substantial contribution.

The relations of the Registrar's Office to the Business Office, which have been coordinated under one officer for a period of twenty-five years, is carefully described in a paper prepared some years ago and entitled "Coordinating the Business Office and Registrar's Office." Relatively few changes have been made since this paper was prepared.

Effective July 1, 1945, the two offices will be under the supervision of officers each responsible to the President. The advantages and economies of close coordination under one officer may be continued after this change by the close cooperation of the officers concerned.

See 8/7/45

# OFFICE OF VETERAN EDUCATION

Professor A. B. Merrill, Director

This office was established in January of this year. Very briefly, its object is to smooth out the technical difficulties for returned veterans registered in the University. The secretary gives help to veterans as they register, supervises their relation to the Veterans Administration, and in general coordinates the work which various faculty members and administrative officers do for these students. At present, Mrs. Tom. Larsson is secretary and puts in approximately half time on the work.

The office is in immediate need of office space which can afford more privacy for consultations with the students. This need is felt especially when representatives of the state offices visit. As the number of these returned veteran students increases, this need will be felt more and more.

At present approximately fifty of these students are on the campus. The number is bound to increase continuously for some time. More secretarial time will then become necessary, and undoubtedly more time on the part of several faculty members for advising. It is important the University be prepared to release such faculty members for this important work.

# THE BUSINESS OFFICE

J. B. Spear, Registrar and Business Manager

S. K. Ridgley, University Auditor, Graduate Manager

Intercollegiate Athletics, Auditor Student Organizations

"If an effective centralized financial organization is to be established, if financial administration is to be placed on a sound basis, and if a systematic plan of procedure is to be enforced, it is essential that the chief business officer should have direct control over all business and fiscal affairs of the institution. In his office should be concentrated the receipt of money, handling of expenditures, purchasing, accounting, supervision of physical plant, management of business enterprises, and any other services on the campus involving the collection and the disbursement of funds". (Quoted from Survey of Land Grant Colleges of 1932).

The list of business functions which may well be centralized under a chief business officer, according to Lloyd Moray, Comptroller of the University of Illinois and outstanding leader in financial administration of universities, include the following, to each of which is appended comments as to the present practice in this institution.

	Montana State University	Other Comments
Assistance in budget preparation	yes	Lacks adequate standardized procedures
Control of budget operation	yes	" "
Accounting and preparation of financial reports	yes	Some expansion desirable.
Collection of institutional income	yes	More internal check advisable
Pre-audit of expenditures	yes	Fairly adequate
Disbursement of the funds	yes	From local funds; also through state auditor
Internal check and audit	yes	Some expansion desirable
Purchasing	Partial	Present partial decentralization probably not undesirable. (All purchases are made or confirmed by State Purchasing Dept.)

	Montana State University	Other Comments
Operation of central stores	Partial	More centralization highly desirable
Inventory of property	yes	Inadequate provision of relief.
Management of student loans	yes	Includes collections, which are in satisfactory condition.
Supervision of the finances of student organizations	yes	Includes bookkeeping
Management of investments	no	Very limited; largely centralized in wire offices.
Management of the physical plant of the institution	no	Fairly close integration of routine functions.
Management of physical expansion and new construction	no	More properly a responsibility of the President in institution of this size and type of external organization as related to the state.
Business management of the residence and dining halls	no	Fairly close integration of routine functions.
Management of print shop and book store	no	Print shop by Dean, School of Journalism; book store by student and faculty trustees.
Cooperation in business management of hospitals and other educational business enterprises	Slight	Few enterprises, but Health Service and Forestry Service are examples. Student Union and golf course.
To the above list the following somewhat clearly defined business functions may be added:		
Supervision non-instructional personnel	Partial as to clerical employees	Expansion and coordination of all staff personnel services such as to be desired.
Office services	Partial	Yes as to (1) Clerical Service (Stenographic) Division, and (2) Mail, telephone and information.



	Montana State University	Other Colleges
Superintendent's financial obligations	Partial	largely centralized in state offices, but plans originate at institution.
Insurance, Property, Liability, Indemnity	Partial	largely centralized in state offices.
Insurance, staff, industrial accident, group, retirement, hospital	Partial	More centralization necessary for better service.

Although the initial step in setting up an organization is determination of functions and their interrelation, it is obvious, particularly in smaller organizations, that assignment of functions is dependent upon the training, experience, abilities and time of the personnel available. Therefore, re-assignment of duties more consistent with a good organization structure should depend to a large degree upon the personnel available.

Attention is called to the fact that the relation of the University to its principal governing boards (the state board of education, the state board of examiners), under the present state constitution and statutes, indicates the so-called unit type of administration; i.e., the business officer is subordinate in every respect to the President. The only exception is the provision of the statute which authorizes the Local Executive Board, of which the President is chairman, to appoint a secretary and treasurer, and the business officer is logically ex-officio the secretary and treasurer of this board, and has served in both capacities during most of the period of the existence of the board as now provided for in the statutes. The business officer also serves as secretary-treasurer and a member of the board of trustees of the Alumni Corporation, an important business organization auxiliary to the institution. It will be observed that although this institution operates on a unit type of administration, nevertheless the business officer is directly associated with subordinate financial boards. A policy of such direct contact with governing boards is advocated by business officers, and is comparable to policies followed by corporate business organizations, without, however, limiting the responsibilities and powers of the president.

The degree of adherence to the principles of centralized business responsibility followed in this institution has been demonstrated as desirable, it is believed, particularly in the recent handling of federal contracts, for the Army Air Force and the Army Specialized Training Reserve Program. These contracts specifically provided for certain responsibilities to be assumed by the chief financial officer of the institution.

The need of more extensive external audit should be emphasized, competent legal counsel should always be available to the business officer.

The following concise statements of the philosophy of organization and management as applicable to administrative offices of a university are quoted from a paper by Roy L. Sizer, Specialist in Administration of Higher Education, New York City, formerly registrar of the University of Chicago, presented at a meeting of the American Educational Research Association, February, 1944:

"The scope of administrative functioning in a college or university can be defined in terms of the following six functions:

1. Determining purposes and policies, including the harmonizing of all subsidiary purposes and policies with more inclusive ones.
2. Determining the activities, or procedures, necessary to carry out all purposes and policies.
3. Determining the qualifications of personnel necessary for the performance of the essential activities.
4. Determining the time necessary for the essential personnel achievement.
5. Determining the physical facilities necessary for personnel functioning.
6. Coordinating and integrating all of these into a dynamic unity which is an operating institution."

"Any officer who is responsible for the administration of any unit of institutional activity such as the registrar's office, the dean's office, or the bursar's office, will find, it is believed, that these six functions accurately represent the scope of his administrative functioning."

There has been much confusion in administrative thinking because of the failure to recognize the true scope of the process of administration. The much-discussed question of whether the faculty should participate in administration is an example. Of course the faculty should participate in the legislative function of administration by cooperative formulation of educational policies through general faculty and committee action. It is also appropriate, as well as common practice, for members of the faculty to participate in the judicial function of administration by serving on committees and councils which aid in interpreting policies and engage in a variety of adjusting activities. The executive function, however, is a technical activity and administrative officers are the technical experts. For this reason, administrative officers must carry the responsibility for executive action. Use of the time of members of the faculty on administrative committees is generally inefficient and a waste of human energy, because they

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are not so well qualified as the individual administrative officers to perform the tasks customarily assigned to them.

"Good administration is a highly integrated process of formulating institutional purposes, policies, and procedures, and executing them with intelligent interpretations in application to specific situations. It involves the efficient utilization of the general and specialized knowledge available in the personnel, under the leadership of the chief administrative officer."

The above quoted statements indicate quite clear-cut definitions of responsibilities of a business officer. Many of these responsibilities are largely implied in this institution. However, these standards have been helpful in determining the appropriate activities of the present chief business officer of this institution, who completed 20 years of continuous service on May 14, 1945.

ZNS 6/6/45

THE COLLEGE OF ARTS AND SCIENCES

Professor R. H. Jesse, Dean

The work of the College of Arts and Sciences is covered in detail by the annual reports of the chairmen of its divisions and departments. The office of Dean, which ever since its institution has been an office in name only, will cease to exist even in name on the first of July.

## DIVISION OF BIOLOGICAL SCIENCE

Professor J. W. Severy, Chairman

This report will deal with the future needs of the Division rather than with a report of the activities of the departments within the Division during the past year - a year during which, in general, there have been no excessive teaching loads.

### BUILDINGS

Looking to the future, Women's Physical Education is miserably housed and with the large percentage of women now here and which will probably be here for the next few years, one of the prime needs is a women's gymnasium and swimming pool. Undoubtedly the men's physical education will receive increased emphasis after the war. Physical education may be called upon for remedial training of individuals or small groups of individuals. This will require more space and this means that an addition to the men's gymnasium is almost imperative.

### SPACE

While at the present time new buildings are not being considered for the departments of Bacteriology, Botany, and Zoology, it is only necessary to point out that psychology is miserably housed at the present time and needs more space for laboratory facilities and new equipment of modern type to meet the teaching demands of modern psychology. The Bacteriology, Botany and Zoology departments were cramped for space at the peak load before the war. Probably there will be increased emphasis upon training in the Biological Sciences after the war and the student demands in these departments will be greater than ever before.

If a building program makes it possible for Home Economics to be removed from the Natural Science Building the vacated space could be allocated to take care of the space needed for Bacteriology, Botany and Zoology. This would relieve the space needs for awhile.

### EQUIPMENT AND SUPPLIES

Probably physical education has a greater need of increased space than it has for additional equipment and supplies although an increased registration will require an additional allotment for this purpose. Not only does psychology have small laboratory space but it is still deficient in modern laboratory equipment. It would be of no advantage to add a great deal more equipment until more Psychology laboratories are provided but when that time comes the equipment and supplies for the department of psychology should be brought up to where the department can compare favorably with other departments in smaller good institutions. At the present time the departments of bacteriology, botany and zoology, because of the decreased student load, are operating with supply budgets which are materially reduced. Equipment and supplies are particularly expensive in the teaching of bacteriology. Perhaps its cost per student is the highest of any of the sciences of today. To a somewhat lesser

degree this applies to the work in Zoology. The acquisition of animal materials either through field work or by direct purchase from Biological companies entails rather high cost. It so happens that the cost of supplies for Botany is not ordinarily so great. We should point out, however, that the money allocated for equipment and supplies for these three departments will have to be materially increased as the student registration increases during the post-war period.

#### STAFF.

Bacteriology and Hygiene. Previous reports have emphasized the fact that Dr. Jettler has been too heavily loaded. Certainly after the war, with increased demands on bacteriology and hygiene, one additional staff member will be essential if this department is to meet the needs of Montana and Montana Students.

Botany. While the load is now light, training in forestry, grazing, and wild life management is such that the department will have need of an experienced systematist when we get back to a full load.

Physical Education. More than anything else, Women's Physical Education needs to be headed by a well trained woman with experience, who has a rich personality and a good sound philosophy of life. The head of the women's physical education is, in some respects, another dean of women, who if she is of the right type will be essentially needed during the post war period when there is a tendency for deterioration in the behavior pattern. Probably the present staff can take care of the needs for men in physical education until such time as we are back upon a peace time basis. If men attend universities in even greater numbers than they did before the war undoubtedly another full time instructor will be needed in men's physical education.

Psychology and Philosophy. The department of psychology and physiology is at the present time staffed by two men. There is indication that an increasing amount of work in psychology will be elected and required after the war. It would seem that an additional one full time staff member would be needed to meet this load.

Zoology. After the war if there is the increased demand for work in wild life technology which is anticipated, zoology will need one additional staff member who has done major and graduate work in wild life.

Introduction to Biological Sciences. The departments of Botany and Zoology are largely responsible for the presentation of the introduction to biological science courses. At the peak load before the war this course had ten sections most of the time with 40 plus students in a section and the preparation of the quizzes, examinations and their correction was a problem which was only possible to take care of by the use of AYA assistants. If such assistance is not provided after the

war and it probably will not be, especially in the immediate post war period, I believe it will be essential to have at least two graduate assistants to assist in this work if the staff members in these two departments are to be protected for upper class courses within their departments.

#### BIOLOGICAL STATION.

The Biological Station on the shore of Yellow Bay, on Flathead Lake, should be rehabilitated, staffed, and equipped for summer course work and for research. I have emphasized before that this is one of the most desirable locations for a first class biological station in the country. It is a reflection upon the State of Montana that it has been inactive as long as it has.

#### WILD LIFE COOPERATIVE GRADUATE UNIT.

Mr. Ira M. Gabrielson, Director of Fish and Wild Life Service is anxious that a Wild Life Unit be established at Montana State University as soon as possible after the war. This unit would be a result of a cooperative agreement between the State Fish and Game Commission, the U. S. Fish and Wild Life Service and Montana State University. Each Cooperating Group would contribute the equivalent of six thousand dollars in equipment, staff, laboratory facilities, etc. per year.

Graduate courses and research work would be fitted into the program of the State Fish and Game Department so that the results of the unit would be available to both the Fish and Wild Life Service and the State. Participating students would spend about one half time in formal graduate courses on the campus and about one half time upon investigation and research in the field where the wild life populations are located.

## DEPARTMENT OF BACTERIOLOGY

Professor D. M. Hetler, Chairman

With the exception of fewer students in each class, the work of the Department of Bacteriology has been about normal. The acquisition of Mrs. Pauline Niemeyer as media room attendant has greatly facilitated the work of the Department. It is readily seen that in the past a great deal of time and energy has been fruitlessly expended because such a worker was not available.

In order to put the work of the Department on a par with Departments in this institution and other institutions at least one more member should be added to the staff to help relieve the teaching load and also to conduct two new courses. These courses should be "Parasitology" and "Hematology". The return of millions of veterans from the Pacific War who have acquired parasitic and blood diseases demands the addition of these two courses, so that our graduates can compete with those of other colleges.

The time consuming routine of caring for stock cultures and preparing these cultures for class is going to be very heavy as soon as the class numbers return to normal. A student assistant should be provided to carry on this work.

The amount of scientific equipment, with which to conduct bacteriology classes is at a minimum. Many useful and illuminating experiments and types of work have to be demonstrated or foregone all together because of the lack of equipment.

The facilities for conducting research are nil. A chemical hood is a necessity. Apparatus of a research nature is also needed. Until these inadequacies are met little can be done even if time becomes available. With the present heavy teaching load there is very little time.



## BIOLOGICAL STATION

G. E. Castle, Director

During the past year the Biological Station has been used very little because of gas rationing and a reduced enrollment in the upper classes. However, this portion of the University is of great value to the Departments of Zoology and Botany and should be made more usable as soon as materials become available.

During the past year the maintenance department has carried on certain improvements at the station and these have insured against further deterioration of existing buildings. At present, the problem of allowing the State Highway Commission to establish a right of way through the station grounds, for a new road, is being investigated.

There is still a definite need for the State and the University to realize the importance of the Biological Station in many aspects of teaching, research and public relations. It is to be hoped that very soon money will be appropriated to allow the re-establishment of research and teaching activity at Yellow Bay.

DEPARTMENT OF BOTANY

Professor J. R. Severy, Chairman.

The Year 1944-1945 showed the lowest registration in Botany in the last twenty-five years. Botany has in the past served largely as a Service department to students majoring in Forestry and Wild-life technology or preparing for teaching.

Since the war has drained off practically all of the physically fit young men, students in these programs are few at the present time. During the year the staff members of the department of Botany have shared about one-half the teaching load in the Introduction to Biological Science Course. During the summer and autumn quarters the chairman of the department taught Chemistry in the ASTRP Program, while Dr. Diettert taught Geography in the same program.

This is a good opportunity to take stock and look into the future. Assuming a post war registration of twenty five hundred students at the University, and also increased interest in those programs which fit students for employment in the so-called Land Utilization Agencies, the Department of Botany will need more space than it now occupies. Our present space, efficiently used, will probably take care of the student load through the Junior Year. Anticipating more senior and graduate students, there is real need of research and study space for these students. If the Herbarium is to develop as it should - as a reference depository for range plants of the West - more space and cases will be needed than we now have.

For a small department and a small University, the present equipment and laboratory supplies are fairly satisfactory. New table lighting of a modern type should be installed for microscopic work in Rooms 208 and 303, as soon as such equipment is available. The present allotment for supplies is comparatively small commensurate with the low registration. The Administration needs to be reminded that with the anticipated post war load it will take six to seven hundred dollars per year to supply the necessary laboratory apparatus, chemicals, glass ware, etc.

While the staff is now larger than necessary for the present load, the post war load and the nature of the training which the students will demand is such that a systematist will be needed to teach systematic botany to Foresters, range management and wild life students, etc., as well as to develop the herbarium which serves as the systematists reference library.

## DEPARTMENT OF PHYSICAL EDUCATION

Professor Charles Hertler, Acting Chairman

The year 1944-45 has brought several minor changes in the program of the department of Physical Education for men and women. The male enrollment in the required program was low, being less than fifty in each quarter, but this program was bolstered for part of the year by the attendance of the A.S.T.P. students. The enrollment in the women's department was high, exceeding four hundred in the fall quarter.

Mr. Wilson very capably conducted the classes for University men and A.S.T.P. students. Mr. Dahlberg, upon his return to the campus, assisted Mr. Wilson.

Mr. Schneider, now retired on half time, taught major department classes during the winter and spring quarters. He has given me valuable assistance and advice in administrative matters since I have assumed the responsibilities of Acting Chairman of the department.

The women's department was well conducted under the guidance of Mrs. Greenfield and Mrs. Johnson, both graduate assistants. I will be pleased to have Mrs. Greenfield working in that department for the coming year.

There are many suggestions to be made for the future:

### Administrative

1. Mr. Wilson is on leave of absence until June 1945 and his duties will be assumed by Mr. Dahlberg and myself. It must be kept in mind that the departments of Physical Education and of Athletics operate as separate departments, each on its own budget. With the return to greater enrollment and the resuming of competitive athletics Mr. Dahlberg will be expected to return to his duties as Athletic coach. At such time, we will have to be assured of an adequate staff in the men's physical education department.
2. Returning veterans are not required to take Physical Education, but these men seek participation in intramural activities. This will mean increased emphasis on such a program conducted by this department. Our policy is that every contestant be certified as physically fit to participate. The Health Committee of the University should establish a definite policy regarding

the certification of the health status of these men by the proper authorities.

3. During the past year, we have been able to render physiotherapy aid in the case of an injured returned veteran. Should the return of more such veterans warrant it, I hope that we can provide for the reappointment of Mr. Waseby Rhinehart, former University trainer, to carry on these most beneficial treatments for injured men.

4. There is no doubt as to the need for appointment to the staff of the women's department, of at least one permanent staff member. Mrs. Greenfield is on a temporary appointment and it is only with the aid of many student assistants that we are able to conduct the classes. I hope the future will bring the means of hiring sufficient staff members to eliminate the use of student instructors entirely. We should eventually have one person in charge of all swimming activities of the University students.

#### Needs in Facilities

1. For many years, repeated requests have been made to have our badly leaking gymnasium roof repaired. The conditions are growing steadily worse and are now affecting our floors.

2. The appearance of the first floor of the gymnasium is a disgrace, with large unsightly holes in the walls and ceilings, falling plaster and unpainted walls. The swimming pool walls and ceiling also need refinishing.

3. The need for a new Women's gymnasium has been presented under the post war building plans. Only the fact that the men's enrollment is low permitting us to utilize the men's gymnasium for girls' classes enables us to carry on successfully.

4. The tennis courts are badly in need of repair. The responsibility for the maintenance of these facilities must be clarified. Mr. Deuringer has been reluctant to do anything, saying that it was up to either the A.G.M.C.U. or the department of physical education. Our department uses the courts and will provide nets, but we cannot have concrete surfaces poured or cannot make proper adjustment to steel cables. The six lower courts are not sufficient for the student body, and the four upper courts should be put in playing condition and new courts added.

5. We hope that in the future we can provide for the erection of handball courts against the east wall of the swimming pool.

These courts would give valuable additional activity space for both intra-mural and required programs of activity.

6. In normal times, the men's gymnasium is not adequate to take care of the required program, the intra-mural program and the intercollegiate athletic program as it has done. There will be need for construction of separate and suitable facilities for intercollegiate athletics. This is a problem for the Athletic Department, but since their present use of the facilities overlaps the use by the Physical Education Department, it must be considered one of our problems.

DEPARTMENT OF PSYCHOLOGY  
E. A. Atkinson, Chairman

The registrations in the Department of Psychology for the year 1944-1945 were as follows:

	<u>Students</u>	<u>Student</u> <u>Gr. Hrs.</u>
Summer 1944	56	160
Autumn 1944	139	520
Winter 1945	137	371
Spring 1945	<u>282</u>	<u>1066</u>
	583	2479

The psychology laboratory is still in need of capital equipment.

The teaching load above was carried by two only, Atkinson and Marvin.

DEPARTMENT OF ZOOLOGY

Professor G. B. Castle

During the year 1944-45 the staff of the department has been engaged in a variety of work. During the fall quarter Dr. Wright taught Physics, full time, to the ASTRP Unit which was then on the campus. During that quarter Dr. Brownman and Dr. Castle taught the courses usually offered by Dr. Wright in the Department. During the winter and spring quarter all three staff members were teaching in Zoology and, in addition to their regular duties, participating in a large number of committee meetings.

During the summer of 1944 Dr. Brownman and Dr. Wright attended a National Scientific Meeting at Cleveland, Ohio.

Registration in classes has remained low due to the fact that the male population of the campus is still below normal. We anticipate, however, an increase in such registration for next year.

The needs of the Department are still quite pressing in certain areas. Among these are a store room attendant and better facilities to store our equipment and preserve our materials. We, also, have need for additional equipment for the presentation of class work. Outstanding among these needs are visual aids, dissecting binoculars, and certain precision instruments. Further need is that of graduate fellowships which will allow us to secure graduate students in Zoology to aid in the presentation of the lower division courses. With a probable much increased enrollment following the war the Department will need an additional staff member, additional space and an increased budget. Since we have but one laboratory in which to offer elementary zoology I know from experience that it will tax our facilities when the enrollment in this course approximates 150 or more students. Similarly we have but one small laboratory in which to present upper division work. This will also be inadequate under increased registration. With increased enrollment in all courses an increased budget for equipment, materials and supplies will at once become a necessity. Similarly with increased enrollment and demand for graduate work an additional staff member will be needed to ease the teaching load. These things represent some of the problems which the Department will face in the post war period.

During the past year the staff has published the following papers:

BROWMAN, L. G.

1944. Modified Spontaneous Activity

Rhythm in Rats. American Journal of Physiology. 142:633-37.

---and BROWMAN, A. A.

1944. Effect of Retinal Extracton Growth of Blinded Male Rats,

Proc. Soc. Exp. Biology and Medicine. 57:171-173.

CASTLE, G. B.

1944. Termites in Montana. Northwest Science. 18:64.

1944. The Montana Academy of Sciences. Northwest Science. 18:43-44.

WRIGHT, P. L.

1944. Golden-Eye Eating Salmon Eggs.

Condor.

1945. Pinon-Jay in Ravalli County.

Condor.

Research in the Department has been carried on even though the time of the members of the staff has been taken up in teaching, administrative and committee work. Much of this research is supported by grants-in-aid from National Scientific Organizations. It is to be hoped that the state will soon realize the importance of research and will provide funds for the prosecution of such research by staff members.



DIVISION OF ARTS

Professor M. T. Morison, Chairman

In the Department of Fine Arts Mr. George Vphnatis has remained on leave of absence without pay during 1944-45 and will continue in 1945-46, and Mr. John Arnold remains on a nine-months' appointment. The department needs either a graduate assistant or another instructor, since one man cannot properly handle the many and varied branches and affairs of the Fine Arts. Neither can one man be expected to be proficient in such a range of skills and knowledge.

Professor W. F. Blair, of the Department of Classical Languages, has this academic year handled the course in the Humanities unaided. In addition he has had a full teaching load in Latin and Greek, in ancient history, and in political theory. He can be asked to carry the load he has been under this year. Mrs. Eghon, assistant professor in his department, has been on leave of absence without pay and will continue to be during 1945-46.

In the Department of Modern Languages Mr. Rodolph Schleuter continues in his war service. Miss Anderson has served as instructor in Spanish, and will continue through 1945-46. The department needs graduate assistants, for help in elementary work and for its own stimulation and prestige. There is an open question whether Portuguese and perhaps Russian should be added to its offerings. It is the judgment of the chairman of this division that arrangements should immediately be made for exchange of students with South American countries and perhaps with France and Germany. The presence of foreign students would stimulate campus work in foreign languages and literatures and lessen our Montana understanding of foreign peoples. This matter is urgent. Members of this department have done effective work in adult education, in Spanish, and its chairman has published a booklet for practical use with Spanish-speaking workers.

In the Department of English there is immediate need for three or four graduate assistants and a third worker in drama and speech. As in the Fine Arts, in drama and dramatics one man cannot be expected to swing the necessary load and possess all the skills and knowledge of the stage, the theater and drama and maintain, year in and year out, a high standard of excellence. Our offerings in speech do not equal those of some of the larger high schools; and our lack of work in speech correction is unworthy of an institution of our standing. In

creative writing we are also passing by a ready-made opportunity for distinction in not re-establishing the magazine, which we published from 1940 to 1950, in New York. The whole division could be stimulated by publication of it. In the department are some persons who are capable of excellent work in adult education and extension work, yet they cannot be released to take a more liberating work. Mr. Hargrave could be of considerable value to teachers of English in the schools of the state if he could be sent to those schools for short visits, observation and suggestion. Mr. Johnson has demonstrated this past year his ability to carry on adult education. Mr. Evans could give much aid to high school teachers of English. Mr. Freeman has also demonstrated his effectiveness in meeting adult groups over the state. We have some resources untouched. With the resignation of Mr. Hargrave this is lost without a director.

The most urgent physical need of the division is that for a building, constructed for use by its departments in which the whole life of the humanities and the arts can be centered. It should be a large room to be used as a main lecture center; a radio and speech unit; a drama unit; a dramatic exhibition room; equipment needed -- such as projectors, lanterns, maps and charts; separate projection film storage (and the films); and, of course, classrooms, seminar rooms, and offices.

In the carrying out of the plan there will be provision for instruction in new studies in English literature, a degree in the humanities without a major in a department, and in which special development of work in western literature and in creative writing. We could readily make this campus, within a few years, noted for its work in regional literature, especially western; with resources, we could make it the best in the country.

A number of the division organized and directed two conferences since May 1944 on the college or the arts and sciences, a preliminary one held at Lincoln in May 1944, in which nine Northwest institutions, including that of Seattle University, were asked to participate, and a second held at Pullman, Washington, in November, 1944, in which nearly a hundred delegates from two dozen Northwest institutions of higher education participated. A third meeting is to be held in December, 1945 at Reed College.

In the division are ability and vision; time and resources are needed by the department and the university to go ahead and make it.

DEPARTMENT OF CLASSICAL LANGUAGES

W. F. Clark, Chairman

Mrs. Ephron has been away on leave during the year 1944-45. I have, therefore, carried the work alone. The demand for Latin and Greek has been low, but a few good students have been working in this field and I have at least kept the subject alive and have hopes of some growth next year and in the future.

I have carried the Humanities course alone except the Art, which was done by Mr. Arnold. I also did Theories of the State in the autumn and Roman History in the spring.

All this means that I have been very occupied so that I have had very little time for technical research, though I have at all times maintained the research attitude in my work.

Needs: 1.) Quarters in the new Humanities Building. 2.) Probably our periodicals should be brought up to date. Foreign periodicals in my field are at a low level in our library. 3.) The library needs a good deal by way of technical books, if we get to doing more M. A. work, as we say. 4.) Students--if we had these, we could hope for the rest. The times don't save my way and I don't resist the times too much.

Perhaps a better appreciation of Greek and Latin could be hoped for.

## DEPARTMENT OF ENGLISH

Professor R. G. Merriam, Chairman

During 1944-45 Dr. Louie Fiedler and Professor Ralph McGinnis have been on leave of absence or service in the U.S. Navy. Dr. McGinnis expects to return to University work for the academic year of 1945-46. Dr. G. Edward Hearn, a new appointee, has carried on the work in dramatics with devotion to the job and with increasing success. There have been no other staff changes. The chairman has been assigned, during the spring quarter, to research.

During the academic year 1945-46 staff members, as usual, have been called upon for addresses; for book review--for both magazines and for clubs; for considerable extension work--carried almost exclusively by Mr. R. A. Coleman. Professor John Moore, in the absence of Dr. Barber Hathaway, on leave as a lecturer at the University of Wisconsin, has had charge of required composition and has advised students in publication of Mountaineer. The freshmen have edited a class magazine entitled One Track for the second year. Mrs. Glary has continued her work with members of A.A.W.B. in expository writing. Five members of the staff attended in Witte the meeting of teachers of English in the six units of the Greater University of Montana. The chairman has secretary of the Steering Committee for a preliminary conference on the College of Arts and Sciences, held in Missoula in May 1944, and for a larger conference, on the same matter, held in November at the State College of Washington, in Pullman. Professor Freeman has given much thought and time to convocations. Mr. Moore has had a novel accepted by Harcourt, Brace and Company, which will be published in late summer. The chairman is in charge of the second Lewis and Clark Northwest Contest, conducted by H. P. Butler and Company, for Alaska and the states of Idaho, Oregon, Washington, and Montana. A good deal of the chairman's time and energy has gone to the Special Curriculum Committee. Professor Redford has had an article published in the Speech Journal, and Mr. Moore one in Playa Magazine. Mr. Hathaway has had a poem published in Trailside Scholastic. Mr. Redford has given approximately half of his time to radio programs for the University. Dr. Kilricolles has conducted her monthly page in Montana Education on the teaching of English in the high school.

Certain needs and problems of the Department should be brought to the attention of the administration.

### Physical needs

1. A Humanities building with a center for students and instructors, with a theater unit, a speech unit, and a radio unit, plus seminar and class rooms and offices;

2. At the moment there is urgent need of storage space for dramatic materials;

3. Considerable equipment is needed in the way of visual and auditory aids--(a) a recording machine, (b) records for use with it, (c) speech records, (d) a play-back machine, (e) an opaque projector, (f) a regular slide projector, (g) a moving picture machine, (h) a record player.

### Personnel matters

(1) Because the shift in requirement of composition from the sophomore to the freshman year means the teaching of a hundred more students than formerly, an additional instructor in required composition is needed, and as soon as there is a noticeable increase in student numbers, two or three graduate assistants will be necessary;

(2) Neither the work in drama nor the work in speech and radio can be handled by one man; the need for a man to be shared among these three fields is pressing;

(3) Graduate work in English should be made possible and should be developed. At the moment, we are not offering a sufficient number of courses carrying graduate credit to bring graduate students for the master's work;

(4) This institution has for the last twenty-five years had a reputation for its work in creative writing. It should be urged to stress that work, principally, at this time, by the reestablishment of publication of the Frontier.

### Problems

1. During this present spring quarter 44 teaching hours, or 51%, of the instructors' time is given to required composition, 31 hours to courses in literature, and 16 hours to courses in dramatics, speech, and writing. This means that approximately 50% of the time of the English instructors goes into required composition. That required work constantly threatens to consume a disproportionate amount of the time and energy of the instructors in English. I wish to give

considerable study to the problem of relieving teachers of this required-composition load during certain quarters and the encouragement of them to undertake research and to strengthen their courses in other fields of English instruction;

2. On the staff are three or four persons admirably fitted to carry on extension work and adult education. That work, however, cannot be done on marginal time. At present, instructors report to us their time and energy so scattered that they cannot concentrate upon research or improvement of their courses;

3. In required composition we must find some way, if we wish our work to be first-class, of lessening the number of students in each section;

4. We are in an excellent position to develop the study of American literature, especially western literature and regional literature. In not developing it we are letting slip an unusual opportunity. Mr. Coleman and the Chairman are especially well prepared in these fields.

## DEPARTMENT OF FINE ARTS

Assistant Professor John Arnold, Chairman

The expansion and changes in the Fine Arts curriculum, which went into effect at the beginning of the Autumn Quarter, have made art training more attractive and useful to students, both majors and non-majors. At the same time, these changes have placed our department more heavily on a par with art departments in similar institutions. With an adequate increase in staff, certain additions to the curriculum would be desirable. Some basic training in the crafts, and a more generalized course for non-majors would add greatly to the department's contributions to general education.

The teaching load in the department is far too heavy. Yet, to diminish the number of hours of teaching would mean a return to our former status of inadequacy. At least, a one half time assistant, or equivalent, should be added to the staff at this time. Future increases in enrollment will necessitate further additions to the staff. Under normal circumstances, a department policy should be established which would require no more than eighteen (18) contact hours of studio teaching, or equivalent, per week for an instructor. Then, each instructor should be expected to do a reasonable amount of creative work or research.

Present class room space and equipment are adequate for current needs. However, if there is an appreciable increase in enrollment after the war, more studio space and equipment will be needed.

Artistic exhibitions have been difficult to arrange during the war years, and the department has only been able to present a rather limited service to the University and community in this important aspect of its functions. Plans for the future should provide for more exhibitions. Since current practice makes it necessary to book exhibitions far in advance, a definite sum budgeted for this purpose would greatly facilitate working out yearly exhibition programs.

Although there is no indicated need for a large Fine Arts Department, at Montana State University, there should be some growth and expansion, as indicated above, in order to achieve the fullest realization of service that Fine Arts can offer.

DEPARTMENT OF MODERN LANGUAGES

Professor B. E. Thomas, Chairman

During the scholastic year, 1944-1945, the enrollment in Modern Languages has noticeably increased, especially in French. The students of German, however, pursue their studies only through their requirements for language work. Only two students this year have gone beyond German 15 (fifth quarter); as a consequence, Professor Hoffman has devoted only part of his time teaching German and the rest of the time assisting Dr. Arnoldson in French. The largest enrollment was in Spanish. If the enrollments in French and in Spanish increase, as seems very probable, during the ensuing year, another instructor will be needed in this department.

The uniting of the courses, Spanish American Civilization and Spanish American History, has proven to be successful. Four instructors have given the lectures in this course--Professor Arnold of Fine Arts, Miss Sorenson and myself of this department, and Dr. Turner of the Department of History. This combination gives a more complete and better inter-related picture of the development of the cultural, political and social forces that have evolved among our southern neighbors since America's discovery.

Under the leadership of Miss Sorenson the Spanish Club has functioned well; a number of outside speakers have contributed greatly to its success. Organizations of this kind, in which students can take active part in problems that are directly related with their classroom work, are of prime importance in stimulating a more active interest in their class studies.

Another feature of our work this year, which we of this department greatly approve of and one which the administration apparently has adopted for the University as a whole, is the lectures we have given to the public. I honestly believe this is one of the best means to sell our institution to the public.

Seminar work in Spanish was limited mostly to Spanish American topics of this century. The results are very gratifying, partly due to the increased interest in the Spanish American affairs, but mainly attributable to the outstanding quality of this year's students of Spanish.



Next year we hope to be in our new quarters where more ample space will permit us to realize more realia. A seminar room with core maps, reference books, magazines, etc., constantly at the disposal of the students, is planned. In this connection we are badly in need of a sound-film projector. Visual, and aural, education is with us. Educational films of excellent quality and of a variety of subjects are supplied free, both by the state and federal governments. My experience with sound films in language work confirms me in the belief that it is one of the most efficient ways of arousing and holding the students' interests in modern language problems.

ANNUAL REPORT OF THE DIVISION OF

Professor A. C. Merrill, Chairman.

During 1944-45, at least some progress has been made toward greater autonomy for the Division of the University. It is my belief that this progress should continue. The chairman should, I believe, be clear now and own the responsibilities of the Division, rather than making it necessary for the President of the University to handle such details.

Up until the end of December 1944, this Division was heavily loaded because of various war contracts. In addition, the L. A. W. program, which was started June 1, 1944, to the end of the school year. Since that time, responsibilities have been progressively lifted. This condition will probably continue for about one year more. At the end of this period, no longer in the teaching staff will undoubtedly be necessary.

## DEPARTMENT OF CHEMISTRY

Professor R. H. Jesse, Chairman

During the summer and autumn of 1944 the Department of Chemistry was called upon to give instruction to some five sections of thirty-two men each of the A.S.F.A.F. students. In this work the members of the staff were greatly aided by the volunteer work of Professor Severy of the Department of Botany, and were aided also by Mr. Charles Miller of the High School. Of all of the Army instruction, the work with the A.S.F.A.F. proved the most disappointing.

Because in general Chemistry appeals more to the men than to the women students, the Department of Chemistry during this war time has reached a new low in the enrollment in its courses. This is especially true of the upperclass courses. The numbers enrolled in the various courses are shown below.

	<u>Autumn</u>	<u>Winter</u>	<u>Spring</u>	<u>Total</u>
11abc General Chemistry	35	27	22	84
12abc Inorg. Chem. & Qual. Anal.	51	37	39	127
17 Quantitative Analysis			12	12
19 Organic Chemistry		18		18
101 The Carbon Compounds	26	22		48
102 Organic Qual. Analysis			2	2
103 Physiological Chemistry			22	22
106 Physical Chemistry	3	3		6
117abc Journal Club	2	2	1	5
	<u>117</u>	<u>109</u>	<u>98</u>	<u>324</u>

In spite of the load during the summer on the Chemistry staff, the demand on the Department of Physics was still greater and therefore, during this period Professor Jesse taught one section of Physics to the A.S.F.A.F.

As long as our present enrollment remains as it is, we are not in need of additional staff, but as soon as we get back to normal, I cannot emphasize too much that for years, as attested by an official survey of the American Chemical Society, we have been understaffed. Therefore, although I would not know what to do with two additional instructors in the next year, I am paving the way for an insistence on an increase of two members of the staff when things become normal, without any intended increase in the number of courses offered.

## DEPARTMENT OF GEOLOGY

### Annual Report 1944-45

Assistant Professor Wayne Russell Lowell, Acting Chairman

#### Personnel of Department

Dr. Lowell has been the only teaching member in the Department this year. Dr. Charles Weiss has been on leave from the University as of September 1, 1945.

#### Departmental Activities

Service courses - General Geology, Field Geology and World Geography were offered.

Advanced courses in geology - none offered this year.

#### Research

Dr. Lowell began a research project on phosphate rocks in September 1944 and completed a preliminary report "Petrology of Phosphate Rocks of Southeastern Idaho" which has been sent to the U.S. Geological Survey. Additional research on the phosphate rocks is being continued.

#### Departmental Needs

If the Department of Geology is to make the people of Montana aware of the geology and resources of the state, the Department must have at least two additional staff members - a paleontologist and a physical geographer.

Adequate class room and laboratory facilities are a major need. At the present time a classroom near the subject materials is not available. Former laboratory quarters have become storage rooms for rock, mineral and fossil specimens.

Storage cases for rock, mineral and fossil specimens have been requisitioned but construction has not begun. At the present time the Department of Geology is housing the best collections of dolomite and phosphate rock specimens assembled in the United States. Storage space is not available to care for these collections.

Department of Home Economics  
1944-45

Professor Helen Gleason, Chairman

### Needs of the Department

The needs of the department are very great. Our housing is very inadequate and the equipment is very old. We have had little replacement and very little additional equipment in the last twenty-five years. Extensive plans have been made for new housing and equipment and a detailed report has been given to the University Planning Committee.

I wish to make a very definite plan for a new building to house the home economics department. The need for greater understanding of human relationships is recognized at the present time by everyone. Educators are pleading for increased emphasis in this field in our schools. Home Economics has developed courses in home and family life which train for better adjustments in life. With this in mind, home economics wishes to expand their program on the University campus, and in order to give the service to the students who come to Montana State University, additional space and equipment is absolutely essential. It is impossible at the present time to develop the attitude and philosophy which we wish to develop, because our physical environment and cramped condition have forced imitations of our service. A most constructive adequate program for developing a sound basic curriculum and advanced professional training is only possible if this need is recognized and adequate support given the requests made by the department chairman.

### Problems of the Department

The needs listed above also indicate some of the problems under which the home economics department is laboring. Much time and energy of staff members and students would be eliminated if the housing situation was relieved.

We have served this year 486 students in our department. This does not count correspondence students, which would add roughly 50 more names to our list, making a total of 536 students. Besides this, our faculty have taken a very active part in adult education programs throughout the state.

Extension services of many kinds have been given. We have conducted research problems of national importance to the homemakers. We have cooperated with the United States Bureau of Standards in setting up clothing and fabric specifications. We have cooperated with business and industry in educational problems. This gives you an idea of some of the services which we have given our local, state, and federal communities. The extensiveness of our program demands more adequate housing and equipment. Our faculty has been prepared because of their training and experience to give this service, even without the adequate tools that should be placed at their disposal.

One of the problems we are meeting and is really already upon us is that of the married student. We have several young women in college and more will be returning next year and the next with young children. They wish to complete or continue their education, either for purposes of becoming better trained in home and family life or trained for professional life. The last is becoming a necessity, for many of these young women are facing the problem of earning a living for themselves and for their children. We recommend that the Nursery School facilities be enlarged so that we can care for these young children belonging to the married students. Believing in equal educational opportunity for both young men and women, we believe that this service should be extended to these young people.

I believe also that we should increase our adult education service in home economics, giving our subject matter directly to the women who are meeting the problems in the home. Services given at the present time are not adequate to meet the family's needs. Perhaps more publicity should be given in the form of the department booklet which explains and offers a variety of services to this adult group.

#### Problems of the University as a Whole

I believe that there should be greater use made of the potentialities of the women faculty members. At the present time, there is not a woman on any of the important committees that deal with administration and policy. I believe that this is a very serious defect. The women's point of view is very valuable, particularly in a co-educational institution and I think her voice should be heard and given due consideration. I believe that every woman on the campus recognizes with me this condition.

Another problem is the organization of publicity and news. This must be studied and clarified and centralized, not leaving it entirely to be developed by individual members of different groups.

Another problem seems to me to be connected with the developing of a basic curriculum and a clarification in this connection with different fields of subject matter. Integration is

desirable, but certainly we are wasting our efforts when there is an overlapping of instruction given in different departments.

These are the needs and problems of the home economics department and some of the problems for the University as a whole that I have thought about at some length. They have all been discussed with the home economics staff and they have agreed to their inclusion in this report.

### THE DEPARTMENT OF MATHEMATICS

Professor A. E. Norvill, Chairman

For the year 1944-45 the staff of the department has consisted of three full-time persons. Registration has been so light that it was possible to put time and effort into research and the study of teaching techniques. For next year the same staff should be sufficient. However, by the year 1945-47, increased registration will probably make necessary at least one additional staff member.

The needs of the department are small. Classes can be fitted in with classes of other departments, since but little specialized equipment is required. The main objective is the maintenance of an adequate staff of well-trained persons, capable of serving other departments and schools, but also capable of giving the work in pure mathematics which is necessary for the student who plans to continue graduate study at some other institution.



## DEPARTMENT OF PHYSICS

Professor G. D. Shallenberger, Chairman

### Personnel, Courses, and Enrollment

In addition to our regular university classes, this department offered classes in the A.S.T.R.P. during the summer (July, August, and September) and the autumn quarter. Teachers who taught these classes only were Dr. Jesse and Dr. Suchy (summer only) and Dr. Wright (summer and autumn). Dr. Jeppesen taught the regular courses during the summer and A.S.T.R.P. courses during the autumn. He also taught Physics 122 with enrollment 4, during the autumn quarter. During the winter quarter, he taught Physics 114 with an enrollment 2 and Mathematics 150 enrollment 1. During the spring quarter he taught Physics 170, enrollment one, Physics 180 enrollment one, and Physics 166, enrollment one and Mathematics 150, enrollment one.

I taught A.S.T.R.P. courses during the summer and the autumn and during the autumn quarter, Physics 20a, enrollment 25; during the winter quarter, Physics 20b, enrollment 13, and during the spring quarter, Physics 20c, enrollment 8.

### Majors

This spring we are graduating one major, Miss Phyllis Biddle. We have one other major, Mr. Bernard Hoffman.

### Research

In the June 1944 number of the Journal of the Optical Society, there was published an article "Spectrographic Determination of Lead in Pectinous Materials" of which Dr. Jeppesen is the senior author. The research for this article was carried on by Dr. Jeppesen and his co-workers in the Western Regional Research Laboratory. During the winter and spring quarters, Dr. Jeppesen assembled the apparatus for continuing his investigation of the spectra hydrogen in the extreme ultra violet. Dr. Jeppesen has obtained national recognition for his previous research in this field.

### Budget and Needs

Our primary needs now are for apparatus for advanced classes. As a starter we should have about \$1000 for this purpose. For research, we should have about \$1500

### Graduate Students

We have one man who is definitely planning on starting his Master's work this summer and two other men have written us their desires to come here for graduate work.

May 29, 1945

### PRE-MEDICAL TRAINING

Professor W. G. Mateman, Chairman

Because of war conditions the number of majors and graduates in Pre-medical Sciences has remained small during the year. It is probable, however, that the low point has been reached.

There have been no changes made in pre-medic requirements by the medical schools.

The aptitude test required of all candidates for entrance to medical schools was given as usual this year.

Since VE Day a few of the medical schools have announced modifications of the accelerated courses. Next fall the pre-medic adviser will probably follow suit and advise students to remain here longer and do more than the minimum amount of work necessary to matriculate in a medical school.

## DIVISION OF THE SOCIAL SCIENCES

J. E. Miller, Chairman

The wartime unbalance in the Division of Social Sciences becomes more obvious as time goes on and, unfortunately, threatens to be the normal rather than the unusual situation ever after the restoration of peace. An examination of the staff roll in the Department of Economics and Sociology shows presently only one member primarily interested in economics, i.e., Dr. Ely. Should Dr. Turner return from his leave, one more economist would still be necessary to give equipoise to the department. Dr. Turney-High, whose fields are primarily Anthropology and Criminology, and Dr. Tascher, in Social Administration, have already indicated a desire to return. Neither have a major interest in economics or in pure sociology. Dr. Meadows, who is reported as doing excellent work in sociology, is on part-time and with an indefinite future. Miss Nutterville possibly qualifies as a sociologist, but in the writer's opinion she does her finest work in applied social psychology and will be permanently valuable in this field as a teacher and as a counselor.

To recapitulate, the Department of Economics and Sociology needs economists and sociologists. One of the reflections of this condition appears in the so-called Social Science survey. With the exception of one period of approximately two years, three-fourths of the instruction in the course has been carried on by members of the History and Political Science staff, from necessity and not by choice. The only widespread criticism of this course is the largely fallacious one that it contains a large amount of history which is repetitious of the students' high school background. While denying any considerable truth in this assertion, it must be admitted that historians will approach the course material from the direction of their knowledge and training. It must also be admitted that historians appear wanting in the ability, or possibly it is in the confidence apparently existing in English teachers and educators to give competent instruction in any field of humanities or social sciences.

It should be added that this division has never claimed or desired that the Introduction to Social Science course be anything but an introduction, but our puny protests that the course is not a survey have been drowned in the mighty roar of self-approval from those who proudly proclaim that their surveys are surveys. So Social Science limps along with forty students per alleged discussion section whether there be 400 or 160 in the entire group, and somehow continues to be the largest class in the university. Actually, the great weakness of the course lies in the methods of evaluating the work of the students. Next year we will make another effort to remedy this defect, but for a cure more staff is necessary. The recent proposal for graduate assistants could well go a long way in solving the problem.

May I commend every member of the division for his excellent work, his thorough cooperation, and his complete loyalty to the institution.

DEPARTMENT OF ECONOMICS AND SOCIOLOGY

Ray J. W. Ely, Acting Chairman

During the past year, 1944-45, the Department has been staffed by Dr. Paul Meadows who taught the theory courses in Sociology, Dr. Catherine Nutterville who took care of the courses in the Social Service field, Dr. Melvin Green of the Department of History who, as in the past, continued to give a course in Economics each quarter, and myself (Ely) who taught courses in economics and business.

All members of the staff devoted a goodly share of their time to both off-campus and on-campus conferences and committee work, as well as to give many addresses in and out of town. Much of Miss Nutterville's time was given over to student counselling and child guidance work. Much of Dr. Meadows' time was spent on the Montana Study. A portion of Ely's time was devoted to the preparation of an economic and industrial survey of Missoula.

Studies that have been completed and published since this time last year include the following:

Meadows, "Dialectic of the Situation", Fall issue of  
Philosophy and Phenomenological Research, 1944.  
"Toward Regionalism in Education", April issue  
of Montana Education, 1945.  
"Life in Montana", (Co-authored with Dr. Brownell  
and Dr. Howard) Montana State University Press.

Ely, "Montana's Production, 1900-44", University  
Clarendon Press.

Studies to be completed during the next year:

Meadows, "Recess of Revolution", Sociology and Social  
Research.  
"Vicissitudes of Revolution", Social Education.  
"Social Aspects of Planned Use", Social Forces.

Ely, "Montana's Production, 1900-44", University  
Clarendon Press.  
"An Economic and Industrial Survey of Missoula  
and Missoula Lake Territory".

Members of the Department's staff who are still on leave include: Dr. Harry Turner-High, Dr. J. M. L. Turner, and Dr. Harold Pascher.

By September, 1945, the Department and the Montana Study people expect to be housed in new quarters on the first floor of Old Science Hall. This arrangement, we hope, will be more commodious than heretofore.

Enrollment in sophomore and junior classes in economics and sociology during the past year presages a good year in 1945-46. If satisfactory staff and schedule arrangements can be made for next year, there is no reason why the good work of this year cannot be continued.

Fine seniors as against five last year received their degrees in 1944-45. At the present time it appears that at least 11 or 12 students will graduate from this Department in 1945-46.

DEPARTMENT OF HISTORY AND POLITICAL SCIENCE

J. E. Miller, Chairman

At the beginning of the autumn quarter the Department of History and Political Science had sufficient staff to serve the present student body and excellent prospects for the orderly working out of its program until the end of the war. The five ASURE History sections had been reduced to two, both instructed by Professor Paul C. Phillips, who had re-assumed his teaching after seven years. Dr. Phillips was also teaching Northwest History, and it was intended to move him gradually back into his old schedule and allow Dr. Bennett and Dr. Turner to resume suspended courses in their own fields. This program was upset when Dr. Phillips was called to Seattle to become Historian for the Port of Embarkation. Fortunately the readjustment program had not progressed so far that many changes were necessary.

During the spring quarter Dr. Wren asked leave in order to do work in Russian language, literature and History. He later decided to postpone beginning this work until after summer session, but has permission to take his quarter out-of-residence plus two quarters of leave at the University of California. This means that a replacement must be secured if the work of the Department is to be carried on even on a wartime basis.

Curricular changes have been contemplated, but aside from changes made to fit war conditions, no considerable alterations will be attempted until they can be carried out in keeping with the entire university program. A material change in the character and content of the Introduction to Social Science course would have a major effect on the offerings of the Department, and possibly on the touching schedules of the staff.

It is probably useless to ask any remedy for the crowded conditions of our numerous service courses, but it should be pointed out that these classes were crowded to the point of inefficiency before the war, have not been reduced to really workable size since that time, and will greatly expand when the war is over.

The Department should be sponsoring a Good Government Club to stimulate the extra-curricular interest of students in that field but it has not the staff to do so. In fact, the committee assignments given Dr. Wren led to his giving up his work with the International Relations Club at a time when work of this sort appears to the writer to be invaluable.

## SCHOOL OF BUSINESS ADMINISTRATION

Robert C. Line, Dean

### Enrollment

The student load in the advanced courses in the School is indicated by the number of graduates in recent years.

1945	19 graduates
1943	48 "
1941	74 "

While 1941 was an all time high, the average number in the graduating class for the four years of 1938-41 was 70. In the secretarial courses there was no such decline in enrollment. The fact is that these courses have held their own in spite of a heavy drop in general university enrollment.

### Staff

During the college year the School had the full time services of Mrs. Brenda Wilson, Miss Mary Ferro, Mr. James Van Winkle, and the part time service of Mr. Robert C. Line (two quarters), Mr. Roy J. Ely (one course), E. G. Marble (five courses), and Edmund T. Fritz (two courses).

### Courses Taught

Several courses were not taught this year because of the smaller enrollment and the reduced faculty.



### Plans for the Future

The first need of the School is to add additional staff so that a more complete offering in business may be made for our students. New courses should be added particularly in Accounting and Management. It is to be hoped that such additions in staff may be made so that the School may meet the requirements of the accrediting association. There has never been a time in the history of the School when there has been a large enough faculty to meet these requirements. The closest Schools of Business to us geographically are the University of Idaho and Washington State College. Both of these institutions have much larger faculties and they are not accredited. Thus, we see that it may be necessary for us to have a faculty of six apart from those in the secretarial division in order to meet these standards. It is obvious that this number will not be needed next year. It might be necessary to have this larger staff for the year 1946-47 if the accrediting association does not approve our application with a staff of three full-time professors (in addition to the secretarial staff).

There will always be a heavy demand for secretarial work. As our teacher training program increases, we will have more students preparing for commercial teaching. Most women and some men realize the necessity for secretarial training in order to secure a starting position in the business world. We should plan to add another instructor in this division at a very early date. The two instructors are now carrying a very heavy teaching load. Any increase in enrollment will make another member of the staff a necessity.

The problem of equipment for the secretarial division is a very pressing one. Under normal conditions we have found it advantageous to trade in our typewriters after they have been used three years, because we give them very heavy use. All of our machines are over four years old now so we are faced with the necessity of trading in all of our typewriters as soon as we have the funds available. Business machines are becoming more important in business offices. Our students need to learn the principles of operating these machines. ~~Now~~ It is now possible to secure office equipment without priorities. We should spend several thousand dollars on new equipment during this coming year.

In all of our teaching we have attempted to make our instruction as practical as possible. In the secretarial division our students visit some of the best offices in Missoula. In a few of the courses in business we take the students on short tours. It is our feeling that this type of work should be greatly expanded. It is difficult for students to learn about the larger business problems of the world if they do not understand the business in their home regions. We should not only continue the visits which we have made to local businesses, but we should expand our tours and relate this instruction to our class work.

Before the war we had many contacts with the businessmen of the state. In some cases we conducted educational work for them, illustrated by the Rocky Mountain Institute. In some cases the businessmen assisted us by lecturing on the campus, illustrated by the lectures on tax problems presented by prominent members of the Montana Society of Certified Public Accountants. Both types of work can be expanded. With a larger staff we should be able to do more work for adults.

It will also be possible to bring in many businessmen to lecture to our students.

The Bureau of Business Research was created long before we had money to finance any work in that field so that we would be in a position to share in federal funds when they were available. Until these funds are available, some studies should be made by our own staff. Requests for cooperation have come from such organizations as Montanans, Inc, and the Denverville Authority. Most schools of business seem to be expanding their work in business research on post war problems. A larger staff will make this possible here.

## SCHOOL OF EDUCATION

Professor Walter A. Anderson, Dean

The year 1944-45 has marked the further development of the School of Education as a constructive force in Montana educational circles. The program on campus for pre-service teachers has been improved; the Summer Session program for both undergraduate and graduate students has been extended; important progress has been made in expanding educational services to the schools of the state as a whole. These improvements have taken place during a crucial war year when interest in the teaching profession has been at a low ebb, especially among prospective teachers.

### Pre-Service Teachers

During the year thirty-five undergraduate students qualified for the secondary certificate and received the University's Bachelor Degree. Nine of these people were major students in the School of Education while the others were majors in other departments who took professional courses to qualify for teaching credentials. Approximately one hundred Sophomores and Juniors initiated their work in professional education courses.

Basic education courses have been revised to include more observation and student teaching. The new plan which calls for integration of basic professional courses is scheduled to go into effect in the Fall of 1945. (See 1945 University Catalog.)

The Education Club held regular monthly meetings with good attendance. The first Montana Chapter of Future Teachers of America, affiliated with the National Education Association, was organized with seventeen charter members. Twenty-eight pre-service teachers became junior members of the Montana Education Association and were represented at the State Delegate Assembly.

Delta Kappa Gamma, national honorary society for women in education, granted a cash prize to a promising junior woman preparing to teach. This year the prize was awarded to Flora Mae Bellefleur. This is the first honor award to be administered by the School of Education.

### Teacher Education In-Service

The 1944 Summer Session program enrolled many in-service teachers and school administrators in the Workshop in Education, the Refresher Program, and in regular courses. Six of these people completed the Master of Education Degree.

Evening courses which carry both graduate and undergraduate credit were conducted in Missoula, Kalispell, and Hamilton. Approximately fifty in-service teachers attended the Missoula evening classes; thirty, in Kalispell; and twenty, in Hamilton. These courses enable in-service teachers to continue their professional education while they are on the job in the schools.

A quarterly newspaper, MONTANA TEACHER NEWS, was initiated in the Spring quarter. Three thousand copies were sent out to upper grade and high school teachers and administrators in Montana. This paper carries teaching suggestions and educational news. It has been favorably received. The second issue planned for the Summer quarter will emphasize teaching ideas and will be sent to the schools early in the fall.

During the Summer Session of 1945 the School of Education in cooperation with the State Department of Public Instruction is conducting a Curriculum Center to revise Montana Secondary Courses of Study. About sixty teachers and administrators will enroll. A Teaching Aide Center has been established in the Library. Collections include recent textbooks, curriculum bulletins, courses of study and free materials. This room serves as the Curriculum Revision Center.

#### Educational Services of the Faculty

Members of the School of Education faculty have contributed to local, state, and national educational groups during the year. Speakers have participated in conferences and institutes and have contributed articles and chapters for educational publications. Professor W.K. Jones has been active in state, regional and national guidance conferences and has served on the University's Veterans' Committee and the State Guidance Committee. Also, he is a valued member of the Commission on Secondary Schools of the Northwest Association of Secondary and Higher Schools.

Dean Walter A. Anderson publishes the monthly column in the Montana Education Journal entitled, MONTANA EDUCATION TODAY. He served as a special consultant to the Glasgow schools during the autumn. He serves as state chairman of the Montana division of the Northwest Society for Curriculum Development and as a member of the national Board of Directors of the Department of Supervision and Curriculum Development of the National Education Association. He is a member of the Commission on Higher Schools of the Northwest Association of Secondary and Higher Schools and served as a University delegate to the Conference on the Liberal Arts held at Pullman, Washington. Publications during the past year include:

1. "Providing for Individual Differences in the Elementary School Social Studies Program". Chapter in 1945 Yearbook of the National Council for the Social Studies, N.E.A.: ADAPTING INSTRUCTION IN THE SOCIAL STUDIES TO INDIVIDUAL DIFFERENCES.

3. "We Learn to Plan by Planning". Chapter in the 1945 Yearbook of the Department for Supervision and Curriculum Development, N.E.A.: GROUP 11-BING IN EDUCATION.

Professor Edward A. Krug resigned as of June 1st, 1945, to accept an associate professorship at the University of Wisconsin and to coordinate the Wisconsin curriculum program. He was a valued member of the School of Education faculty during 1943-45. In September 1944, he was a consultant and speaker at the annual conference of teachers in Wisconsin and Indiana. Throughout the year he has been much in demand as a speaker before lay and educational groups. Publications of the past year include:

1. WISCONSIN. Elementary textbook in the Social Studies series.
2. WISCONSIN. Textbook in the Social Studies series. Co-editor of this 1945 Yearbook of the National Council for the Social Studies. Dr. Krug presented the yearbook at the annual meeting of the Council in Cleveland.

Professor Krug served as the editor of the first issue of WISCONSIN TEACHING NEWS. Also, he had a major role in a research investigation in connection with the Montana Study. This study to determine the professional qualifications needed by teachers in small communities will be published later.

#### Recommendations

1. The School of Education must replace Dr. Krug immediately. At least two additional staff members should be added in the near future if the School is to serve adequately the state and to attract the best teachers on the campus and the schools of the state. One of these faculty members should be specialized in in-service and adult education. He should spend a considerable part of his time in the field as a curriculum consultant, as an extension instructor, and in visiting and advising recent graduates who are teaching in the state. The second additional staff member is needed on a full-time basis to supervise student teachers as soon as enrollment justifies it. Also, this person should supervise internship teachers who could be placed in school systems other than Wisconsin for a quarter during the senior year.

2. The School of Education will need new quarters shortly. Any postwar building plan for the University should include adequate housing for the School that in normal times serves about one-fifth of the total enrollment of the University. Preliminary sketches of one floor of a building have already been drawn by an architect - Mr. Brinkman.

If it becomes necessary to leave the Journalism Building, effort should be made to house the School of Education close to

the Teaching Aids Center now located in the library. Possibly, the School could be housed temporarily on the ground floor of the library in rooms and offices located there.

5. A small demonstration high school is badly needed as a center of educational experimentation and as a place where pre-service teachers could observe competent teachers and do part of their student teaching. This does not necessarily mean enrolling Missoula pupils. The Dickinson, North Dakota, Teachers College conducts a "model high school" for students from isolated rural areas where high school facilities are lacking. We might become the center for western Montana pupils of a similar nature.

## SCHOOL OF FORESTRY

Professor W. L. Spaulding, Dean

### A. EDUCATION

(Please refer to recommendations in reports for 1942, 1943 and 1944.)

#### Teaching

A light teaching load was carried by all members of the instructional staff. This offered the individual members an opportunity to study their instructional offerings, to undertake administrative tasks and to do productive work. The attached statements indicate the work underway or completed.

It is hoped the Legislative Directive that insisted Business Administration and Forestry be placed on a sound basis, as follows: Forestry, through no fault of its staff, has been decreasing in effectiveness for many years. With less than one-half the required number of instructors in the fields of Forestry and an inadequate library, the staff has been compelled to carry courses and do work for which the individual had neither inclination, training nor experience. He could not give adequate attention to his major field. Almost without exception, the staff responded to conditions thrust upon them. The last national forestry examination showed the Forestry graduates in the upper quartile, and this in competition with every other school in the United States. A copy of the compilation is attached.

The postwar registration will be heavy in Forestry if (a) the School regains an accredited status and it receives institutional support, and (b) the University is removed from the censured list. A shift in emphasis must be made in the curricula offered the postwar student to meet the need of state and private forestry and our forest industries. Public forestry is becoming of lessening importance as an employer of forestry graduates.

### B. OUTREACH AND PRODUCTIVE WORK

Attention is called to the staff reports in the Experiment Station section, also to the community service rendered by the Forestry staff over and above their University duties.

### C. PUBLIC SERVICE

The Extension Courses report covers this subject in part. The staff has been actively engaged in granting professional assistance to various agencies. Some of this work is indicated in the individual reports.



Individual Staff Activities (School of Forestry)

ELMER, C. H., Assistant Professor

- (a) Chairman, Medical Aid work, Red Cross, for Lincoln County, including administration and supervision of Medical Aid adult training courses. Served continuously as instructor in some periods.
- (b) President, Parent-Teachers Association, Missoula, Jackson District, and Vice President, Central Council CEA.
- (c) Actively engaged in Boy Scout work in training scouts and Cub Scouts.
- (d) Completed inventory and record of property changed to School of Forestry and served occasionally on the University Property Committee. Staff property and equipment officer, School of Forestry.

WYNELL, MARGARET, Secretary-Treasurer

- (a) Editor, Forestry school news publication (Big Northern Bellows) for men in armed service and former students.
- (b) In charge, volume of correspondence to and from Forestry graduates and majors now in armed services, including the accurate student and former student records of the School.
- (c) Member, Executive Committee, State University Alumni Association.
- (d) Member, American Women's Voluntary Services (Train Service), Missoula County.
- (e) Secretary, ROTAF training courses, University.

CLARK, F. G., Professor of Forestry

No activities reported on or specifically known.

MARKS, H. M., Associate Professor of Forestry

- (a) Secretary-Treasurer, Montana Academy of Sciences.
- (b) Chairman, Northern Rocky Mountain Section, Society of American Foresters.
- (c) Member, University Special Curriculum Committee.

(vi) Assisted with Faculty Seminar.

(vii) Gave at least 4 extension lectures on land uses and soil resources of Montana.

STERN, G. W., Extension Lecturer and Instructor

(See Experiment Station)

STANBURN, E. L., Dean and Director

(a) With Professor Bloom, continued development of plans for physical plant on Inghart Forest for forestry summer quarter.

(b) With other members of staff, developed preliminary plans for eventual future forestry physical plant.

(c) Prepared discussion for and handled specific problems of forestry school executives group.

(d) Carried administration and supervision of night classes, college level adult education in cooperation with Mr. Merrill and U. S. Office of Education. (See specific report.)

(e) Spent considerable time and effort developing forest products marketing cooperatives in Western Montana.

(See Experiment Station)

STANBURN, C. W., Assistant Professor of Forestry and Maintenance Engineer

(a) A member of the following University administrative committees: (1) Planning (2) Campus Development (3) Student Union Executive (4) Graduate Work (5) Correspondence. Treasurer, Football, Rifle, Student Loan Fund (University).

(b) President, Western Montana Boy Scout Council; Member, Executive Council, Campfire Girls; Executive Board, Community Chest; Executive Board, Western Montana Fish and Game Association.

(c) Coachman, County Meeting, Relief Drive; Member, Member of Commerce Senior Planning Board; University representative on Montana County Air College Board.

SWIFT, C. W., Professor of Forestry and Botany

(a) Chairman, Committee on Research, including not only study of the status of Research and Graduate Study in the University but also its position in these fields when compared with other western institutions of similar size and resources.

(b) Graduate Committee, University. (See (a) supra.) Particular attention was paid to potential fellowships and scholarships and the factors that induce demand for graduate level instruction.

(c) Plant pathological and dendrology material for class and laboratory use is difficult to obtain, but the agent is making field collections for future use. As of June 1, 25 gallons (one of preserved material) had been collected. This work will continue throughout the summer quarter of 1948.

EVALUATION OF RESULTS  
NATIONAL JUNIOR FORESTER EXAMINATION  
1942

*Rank in U.S.	College or University	No. Contestants Taking Examination	Average Grades All Contestants	Average Grades Those Passing	% Passing General Examination	% Passing Technical Examination	% Passing Both Examinations	% of First 50 in U.S.	No. on Staff Forestry Only	Budget 1942
1	Washington, University of	20	71.44	80.37	75	40	35	10	7	\$ 41,049
2	Oregon State College	41	70.39	79.92	76	39	37	16	12	48,569
3	Syracuse	37	69.57	79.35	78	35	35	20	+25	305,982**
4	Montana State University	19	69.22	78.42	68	32	26	4	4.2	22,685***
5	Idaho, University of	32	69.22	77.54	72	34	25	8	5.5	40,445
6	Louisiana State University	4	68.98	76.88	75	25	25	0	6	38,295
7	Pennsylvania State College	35	68.59	77.53	77	23	23	8	12	63,733
8	California, University of	21	68.42	80.36	81	24	24	8	10	45,000?
9	Colorado State College	28	67.94	78.54	75	21	21	6	5	41,190
10	Miscellaneous Schools	10	67.64	0.00	70	10	0	0	-	---
11	Minnesota, University of	17	67.33	80.06	59	24	24	4	7	47,680
12	Michigan, University of	29	67.05	79.87	66	17	10	2	10	75,926
13	Washington State College	17	66.89	78.25	53	24	18	2	3	---
14	Iowa State College	17	66.00	77.04	47	29	24	2	7	52,235
15	Maine, University of	10	64.16	0.00	70	0	0	0	5	30,310
16	Utah State College	28	64.80	78.45	54	25	21	6	3.5	27,345
17	Michigan State College	20	63.08	76.06	55	15	10	0	8	84,065
18	West Virginia, University of	9	61.53	75.44	67	22	22	2	5	32,289
19	North Carolina State College	8	61.11	0.00	38	0	0	0	5	29,031
20	Georgia, University of	17	57.09	0.00	29	5	0	0	6	27,778
21	New Hampshire, University of	5	55.20	0.00	20	0	0	0	3	---
	Average All Schools		65.98	78.38	62	21	18		8.56	\$ 41,233

Note: This analysis does not include the Graduate Schools at Yale, Duke and Harvard nor the undergraduate school at the University of Florida since it had only one contestant.

- \* Based upon Column 4 (Average grade of all taking examination).
- \*\* Includes appropriations for fields allied to but not designated 'Forestry'.
- \*\*\* Includes outside earnings as well as appropriations.

Montana State University  
School of Forestry  
TCS  
4/14/43

LOUISIANA STATE FOREST AND CONSERVATION EXPERIMENT STATION

Dean T. C. Spaulding, Director

(Please review reports of 1942, 1943 and 1944)

A. THE EXPERIMENT STATION

The Legislative Assembly of 1937 recognized the need for constructive work in the State's natural resources economy. Agriculture and the mineral resources had been previously provided for. For various valid reasons, the first appropriation to the Experiment Station was not made until 1943, although the Staff in Forestry was able to do a certain amount of work by making it possible to obtain outside income. They, in 1926, had undertaken the production of forest material for a better agriculture. A field laboratory and research center would inevitably be required. Through the interest of forest land owners the Lubrecht Forest was presented to the State for the purposes of the station. The Staff in Forestry has, by way of individual activity, established a sound foundation for an important and worthwhile agency. The need for a laboratory structure for teaching and research has already been presented the administrative agencies of the University. It need not be difficult to secure postwar construction funds for not only its construction but also the physical development of an augmented Lubrecht Forest and such other auxiliary natural forest and range stations as conditions require.

I am attaching the work programs of the members of the Forestry Staff. They illustrate the kind and type of work that is being attempted despite financial and other very obvious handicaps.

Research in Progress

(See reports for 1942, 1943 and 1944 and staff notations attached.)

The Lubrecht Forest

(See previous reports.)

The University must immediately interest itself in the development of this field laboratory:

- (a) By securing, without cost to the University, other lands on the hill and adjacent drainages that will round out the present holdings. These areas will be needed in the future.
- (b) Since the ultimate development of the area is inevitable, the University and the Station must not neglect the

opportunity that will be given them by postwar construction to make this an outstanding forest, range and wildlife Experimental Forest, since it is clearly representative of the Northern Rocky Mountain conditions.

#### Farm Forestry and Forestry Farming

The problems in these fields are broader than mere production of planting stock. The Nursery itself is outstanding and has a merited reputation throughout the United States. Each and every one of the seven different men who have had charge of the nursery has contributed something to its reputation. Had we not been compelled to make it practically self-supporting, the study and research necessary to an understanding of farm forestry in Montana would have been initiated fifteen years ago.

I attach Mr. Patton's statement. It presents accomplishments and future action. Mr. Meloy's interest in nursery expansion may solve the production problem and rental money saved may be used for productive study in the field.

The Nursery was established in 1920. Since then the Forestry Staff, from outside sources, has obtained nearly \$200,000 supporting income, represented by cash, labor and materials. Had it not been for this interest, the Nursery would have long since been abandoned.

Staff Projects and Activities (Experiment Station)

BLANCH, C. W., Forest Engineer

- (a) In general charge, administration and supervision Lubrecht forest, including timber sales, mining operations and special uses.
- (b) Continuation of preparation of large scale aerial map for present and future development of Lubrecht forest. Road, trail and building and other developments of the forest as a research center and school laboratory. Preparation of plans for postwar reconstruction program.
- (c) Continuation of logging transportation study indicated in 1944 report.
- (d) Growth and yield studies, yellow pine, Lincoln County -- also the production investigations, Flathead Valley -- both with co-worker, E. C. Spaulding.

CLARK, E. O., Professor of Forestry

No production or extension work reported.

EDDIS, M. E., Range Zoologist

- (a) Administration of and supervision of forage utilization on the Lubrecht forest -- this at present including between 200 and 1000 head of cattle.
- (b) Continuation of field and compilation work on ecological classification of Montana grasslands.
- (c) Continuation of range yield studies, Madison County and adjacent, in cooperation with U. S. Grazing Service.
- (d) Continuation of studies on effects of fire and pasture on Western Montana forest soils.
- (e) Preparation of manuscript following partial completion of studies on status of Blue Grass in Western Montana.

FAHREN, C. M., Extension Forester and Nursery Superintendent

- (a) Management and supervision of Nursery. Output, 1948, sales, 514,522 trees sent to 707 Montana farmers and to other states.

Unfilled orders from 50 farmers, amounting to 31,430 trees, because of lack of stock.

- (b) State-wide farm forestry extension work.
- (c) Development of plans for nursery expansion to meet present and long-time future demands.
- (d) Assistant, with co-worker E. H. Spaulding, in development of farm forest products cooperatives.
- (e) General cooperation with U. S. Soil Conservation Service.

SPARKS, E. C., Director

- (a) General administration, Experiment Station, including productive work, Nursery and Lubrecht Forest.
- (b) Development of plans for the units of the Experiment Station of the future and their place in the State's economy.
- (c) Membership in and constructive work with various State, Federal and Forest Industry Boards and Associations, in the fields of forestry and forest products.
- (d) Continuation of studies of growth and yield (ponderosa pine) in relationship to sustained production projects, with co-workers F. V. Katers and C. H. Bloom.
- (e) Growth, yield and utilization studies, the production, Placerville Valley, in the Douglas fir, larch and ponderosa pine, with co-worker C. H. Bloom.
- (f) Assistance in development of forest products cooperatives with co-workers E. H. Patten and L. H. Matthews.

STANFORD, E. A., Assistant Professor of Forestry

- (a) Development of plans for constructive work on mechanical properties of Western forest products.
- (b) Timber mechanics laboratory (as an important part of the recommended Forest Products Laboratory of the School of Forestry), including the design of specific equipment that will be needed.

WATSON, C. E., Plant Pathologist and Silviculturist

- (a) General but effective work with the Nursery and the growth and development of the nursery stock.



- (4) Indiana University Research Committee. (See JAMES, C. H., School of Forestry report.)
- (5) Continuation study of the mycorrhizal relations of *Pinus strobus*.
- (6) Experiments in forest standings on Mount Denial - a study in the ecological relationships of the *Pinus strobus* with associated *V. l. patens* and *V. l. serotina*.
- (7) Observations on plant pathogen infections in the Douglas fir and other species. Two relatively important tree diseases were discovered. Their etiology and spread are being studied.

# MINNAPOTA FOREST AND CONSERVATION EXPERIMENTAL STATION

## FOREST TREE NURSERY DIVISION

Dear E. E. Spaulding, Director

In the face of extreme shortage of farm labor caused by war conditions, the sale of nursery stock has maintained about the same level as previous years. The following tabulation will give comparative figures for the past five years:

### FAIRM SALES

Year	Trees Sold	Farmer Farm Sales
1940-41	370,888	1,171
1941-42	318,875	1,913
1942-43	243,400	778
1943-44	204,862	778
1944-45	248,125	727

In addition to the above figure for 1944-45, we received orders for 21,428 trees from 58 farms which could not be filled because of shortages in the desired species. Over and above the stock sold to farms of the State, the Nursery disposed of 368,700 trees to private nurserymen and other State-Clarke-McNary programs, making a total of 614,875 trees sold. It was necessary to purchase 25,000 trees from the School of Forestry at Bismarck, North Dakota in order to meet the heavy demands by farmers of the State for certain species of which we had an inadequate supply.

Wyoming and Colorado purchased stock from us to augment their programs. Private nurserymen made rather heavy demands on us because of labor shortages necessary to grow the stock in their nurseries. Wyoming has approached us with a plan whereby we could produce the stock needed in their state for farm sales. We have also been requested to produce the stock required for planting in Eastern Montana by the Soil Conservation Service. These requests, together with the pastwar demands for farm planting, make it necessary that we expand our facilities for production of nursery stock.

Plans are now nearly complete and some work has been done on the expansion of our present facilities for nursery stock production. Tractor

equipment was purchased from the Forest Service at a greatly reduced cost. The Nursery will be fairly well equipped when present plans are carried out to produce up to 1,000,000 trees annually under a sustained program, or could be crowded to 1,750,000 under an expanded program for a few years. A packing shed constructed in such a manner as to provide cold storage during the shipping season is very badly needed so that nursery stock may be shipped to the farms in a better condition for planting.

During the past several years it has become more and more apparent that our present plan of accepting orders for spring shipment right up until growth prohibits planting, should be changed. Such a plan does not permit the Nursery to provide the service to the farm that is needed, and in many cases the stock is poorly handled after it reaches the farm in late shipments. A definite deadline for accepting orders for spring shipment has been set for December 31, after which any order received will be carried over until the following year. This will permit a more business-like disposition of available planting stock and will result in better and more successful tree plantings over the State.

There is a definite need for a full-time Extension Forester to work over the State to encourage tree planting and forestry farming in the State. The present attitude of the Extension Service and its lack of personnel has resulted in a very inadequate forestry program. The result is that little forest work on the farm has been done and a very large percentage of farmers of the State have not been informed of the services that the State is offering. A well qualified man is needed to travel over the State to appear before farm groups and give assistance in forestry wherever and whenever he is needed. This is a type of activity that the Forest and Conservation Experiment Station can and should carry out in cooperation with other agencies in the field.

SCHOOL OF FORESTRY  
ADULT EDUCATION EXTENSION

(IN COOPERATION WITH U.S. OFFICE OF EDUCATION, WASHDC)

Professor E. O. Spaulding, Institutional Director

As an integral part of the work given by the School of Forestry were the college level, adult extension classes offered by the University under the Engineering, Science and Management Bar Training courses of the U.S. Office of Education.

These courses of semester length (16 weeks without holidays) were started in October, 1943 and continued for five terms (May 10, 1945), when they were discontinued because of cessation of this type of adult education throughout the United States. Had this type of Extension work been continued, the University would have been compelled to limit registration for the semester to begin May 14, 1945 as it had before in previous seasons. Registration was as follows:

Semester	Dates	Registration		Total No. Registrants	Total Contact Hours
		Men	Women		
1st	10/26/43-2/28/44				
Section 1		17	10	27	243
Section 2		0	0	0	0
		(17)	(10)	(27)	(243)
2nd	2/26/44-6/13/44				
Section 1		9	15	23	207
Section 2		12	0	12	108
		(21)	(15)	(36)	(315)
3rd	6/15/44-2/20/45				
Section 1		8	5	13	99
Section 2		6	4	10	90
		(14)	(9)	(23)	(189)
4th	10/3/44-1/10/45				
Section 1		12	4	16	144
Section 2		7	3	10	90
		(19)	(7)	(26)	(234)
5th	1/22/45-1/10/45				
Section 1		23	7	32	288
Section 2		6	3	11	99
		(29)	(10)	(39)	(387)
<b>GRAND TOTALS</b>		<b>100</b>	<b>51</b>	<b>152</b>	<b>1360</b>

Note: Had extension credit been given these groups, each student would have been registered for 6 quarter hours (3 lecture hours and 3 2-hour laboratory periods per week) for one semester.

These night classes, conducted on the campus, were held three nights per week, 3 hours per night (7:00 p.m. to 10:00 p.m.). Each period required 1 hour class work in mathematics and 2 hours in drafting and machine design. After the first course, it was deemed advisable to divide the students into two sections, basic and advanced. The basic section included elementary mechanical drafting and, after a review of first unit high school algebra, quadratics and plane trigonometry. The advanced section in drafting allowed individual specialization in the fields of machine design, civil engineering drafting or topographic drafting, with a review of quadratics, then trigonometry and an introduction into elementary analytical geometry in mathematics.

The earnestness and sincerity of the students were obvious and these traits were encouraged by individual attention and sympathy on the part of a very capable and experienced group of instructors. Personal relationships between instructor and student dominated the whole instruction. The infrequent absences were always caused by conditions beyond the student's control. While minimum standards were established, the student was allowed to, and encouraged to, move as far and as fast as his abilities permitted.

A marked success was obtained in this type of college level adult education. If the student was not already in critical financial straits, there were plenty of jobs awaiting him when he had completed his work. The University profited financially, since it was recompensed adequately not only for heat, light and quarters but also in part payment of the salaries of some of its regular employees. This type of adult education is worthwhile and as soon as the University is able to reduce its responsibilities, it should be encouraged as a part of its Extension effort.

## Journal of Journalism

Associate Professor Andrew C. Cogswell, Acting Dean

At the end of the spring quarter of 1948, the school of Journalism completed its thirtieth year as a professional school on the Montana State University campus. It was a year of "weathering" rather than "progressing." Although it retained its position as one of the largest professional schools on the campus, and the foundation was laid for improved instruction in the future, circumstances were such that a depleted staff was forced to carry a reduced curriculum through two-thirds of the regular school term.

Staff

Taking advantage of the opportunity to further equip himself for journalism teaching, Dean Andrew C. Cogswell departed for the University of Wisconsin at Madison in January, 1949. His absence coupled with the death in January, 1949, of Howard Hazelbaker, instructor and field secretary for the Montana State Press Association, forced the elimination of some courses and an increase in the teaching load of the remaining two members of the faculty. The load was particularly heavy on Mr. Glad J. Sue, who carried several additional classes at considerable sacrifice to himself.

## School of Journalism

-2-

While the sacrifices of the past two quarters have been made in the interest of improved teaching and administration in the future, the fact that they had to be made demonstrates the need for a larger teaching staff.

Dean Emeritus A. I. Stone

An indirect loss to the staff of the School of Journalism came with the death of Dean Emeritus A. I. Stone on March 19, 1946. Since his retirement in 1942, he had done no active teaching, but, because he was the founder of the school and the personality around whom it had developed, his good influences were constantly present.

### Enrollment

Enrollment in the School of Journalism reached its wartime peak during the 1944-45 term. Seventy-two majors enrolled at the beginning of the autumn quarter. At the end of the spring quarter, after scholastic weaknesses and changes of major had made themselves felt, enrollment stood at 62. Almost all of these majors may be expected back next year and inquiries from high school seniors indicate another large freshman registration in journalism next fall.

## School of Journalism

-6-

### Curriculum

In spite of the necessity for reducing the curricular offerings because of the decrease in staff, the basic courses for a journalism major were continued throughout the year. The few courses that were dropped will be put back into the curriculum next year along with two others: Law of Journalism and History of Journalism.

### the State Press Association

While the death of Edward Hazelbaker terminated temporarily the arrangement whereby an instructor in this school serves as field-secretary of the Montana State Press Association, the close relationship of the school and the association continues. Until a successor to Mr. Hazelbaker can be agreed upon, Mrs. Edward Hazelbaker will continue to serve as acting field-secretary. She has done an excellent job in keeping the organization functioning.

### Professional lectures

The practice of bringing newspaper publishers of the state to the university campus for a series of lectures to journalism students which was inaugurated by Dean Ford during the 1943-44 term was continued this year. Mr. J. H. Hoels, publisher of the Lewiston County Review of Pinedale, spent a week on the campus late in the winter quarter and gave daily lectures to the journalism student body.



## School of Journalism

1943-44

### Relations with high schools

Close and cordial relations between the School of Journalism and the high schools of the state continued during the year. The school took its usual active part in the district meetings of the Montana Inter-scholastic Editorial Association and continued the monthly publication of the High School Editor.

### The Future

With the return of Dean Ford this fall, the School of Journalism staff, while still inadequate, will be back to its 1943-44 strength. It is likely, however, that one of Dean Ford's major problems within the next year or two will be the development of a staff numerically large enough to handle what seems now to be a constantly growing student body. This problem may be complicated by the decision of the American Association of Schools and Departments of Journalism, the national accrediting agency, to work out with the American Society of Newspaper Editors and the National Association of Broadcasters a more rigid system of standards for accrediting schools teaching newspaper and radio journalism. These standards, of course, can serve only as guides. The real problem will be the development of a staff large and strong enough to offer adequate journalism instruction to Montana youths.

## School of Journalism

4-5-44

If and when purchase orders issued during the spring quarter are filled, equipment needs mentioned in the 1943-44 report will have been met almost entirely. However, the needs of the typographical laboratory still include such things as offset equipment, sprayers, additional linotype machines and matrices. Instruction in both newspaper and radio journalism is hampered by the lack of teletypes with a cross association network, and a public address system. Additional library facilities and more photographic equipment are needed.

Greater needs in radio equipment may be expected as instruction in radio journalism expands. The School of Journalism is cognizant of the demand for training in this field and this summer is sending Professor Lee S. Folan, Oklahoma, for a three-month internship in the news department of station KVOO. The internship was arranged through the American Association of Schools and Departments of Journalism and the National Association of Broadcasters. The fact that it was offered to one of our staff members demonstrates the cordial relations between the School of Journalism and these organizations.

## SCHOOL OF LAW

C. W. Leaphart, Dean.

The School continues to be especially hard hit by the war since few students have completed pre-legal requirements before the age of twenty. Male students during 1944-45 were divided evenly between returned veterans and those who, because of physical defects, couldn't qualify for military service. The present indications are for an increased enrollment for the coming year. Despite the small enrollment in the School, the total taking law courses numbering thirteen, the students under Professor J. H. Toelle as adviser, were able to continue the publication of the Montana Law Review, the subscriptions to which are steadily growing.

The staff was kept at the minimum of three full time members with one part time member teaching one hour a week. All second and third year students took the same courses under the system of alternating all upper class courses, which has prevailed during the war period. The same system will be continued in 1945-46.

Dean C. W. Leaphart, who was acting president during 1943-44, returned to the Law School on a full time basis. Professor David R. Mason, who has been with the Department of Justice in Washington, D.C. during the past three years will return to the Law School on September 1st. Associate Professor E. W. Briggs will be on leave of absence for one year. He will be engaged in research work at Harvard University.

For the first time in its history the School will offer a full quarter's work for law students this summer. Courses for ensuing summer sessions

will be as planned that students who attend all four quarters of the school year will be able to accelerate their law school training and yet have a choice of substantially all courses now taken by those who attend for three years in the Autumn, Winter, and Spring quarters. It may not be found advisable to follow this procedure after the needs of returning veterans have been satisfied.

In line with recommendations permitted by the Association of American Law Schools, some changes with regard to work in residence have been made in pre-legal admission requirements for returned veterans. Such changes will probably continue to be in effect for two years following the termination of the war.

#### Future Plans.

When the School of Law was founded in 1911 it started with higher requirements for admission than prevailed in many other and better known schools in the country. It has not kept pace in this respect with the leading schools of the country. We require two full years of college work for admission and three years of law before the successful student can obtain the Bachelor of Laws degree. A very large number of schools are now requiring three years of college work for admission and three years of law. Some require two years of college work followed by four years in the law school. In the last year in some of these schools some Arts and Science courses are taken. A 2-2-2 system which is being experimented with has seemed to our faculty to be desirable.

There are two main types of criticism levelled at legal education by those in the field of law and particularly in legal education. One concerns the purely vocational aspect of the lawyers' training. The do-

needs made on the lawyer are changing. He is dealing more with administrative bodies. He has more tax problems. In general, he needs a greater knowledge of public law to meet these needs. In addition to the courses given in our school, the larger schools of the country are giving courses in jurisprudence, legal history, legislation, administrative law, and various other subjects which ought to be part of the average student's curriculum. But the rank and file of students of those schools having their eyes set on the bar examination take the same set of courses that our students take. This set requires three full academic years leaving no time for those other "ought" courses. More time in law school is therefore necessary.

The second criticism is directed not towards the vocational training of the law school but towards the ineffectiveness of the training for the role that the lawyer, judge, or legislator should play in discharging his duty to the community in which he lives. There is a feeling that the law student should be much better trained with regard to law in relation to social problems. Two, three, and four years of college work prior to law study, even where the pre-law student majors in the field of social science, has not accomplished all that is to be desired. The proponents of the 2-2-2 system argue that without prolonging the students' years in college and the law school, improvement can be made in the training with respect to both points criticised. They suggest two years pre-legal work (perhaps our pre-legal students should continue to take their work in the social science division), then two years straight law work, then two years or carefully integrated law and social science, the responsibility for integrating being that of the law school.

A suggested method of procedure with respect to those last two years is to link up related law and academic subjects, i.e., Corporation law with Corporation Finance; Labor law with Labor Economics, Taxation with Economics of Taxation, Administrative law with Administration, Criminal Procedure with Criminology, etc.

An obvious advantage of the system is that the student is approaching his special science courses with a mature mind, and will, after two years of law, be better able to see the purport of them. As it is now his two years pre-legal work is likely to seem to him to be simply a hurdle which he must leap before he can enter the law school. The work of the last two years should be all on a graduate level as the student has had four years college work and a law training which will enable him to pass the Montana Bar examination. He will not be interested in the college work unless it is on a high level. The chief obstacle to the scheme where it has been employed, at least in part, has been the disappointment of the law students in the calibre of the college courses. The selection of courses will naturally have to be the responsibility of the school of law. In working out the courses there should be a high degree of collaboration between the law school faculty and the instructors giving the college or graduate school courses.

There are hindrances to the adoption of the plan. There will continue to be law schools in the neighboring states which give a law degree at the end of five years. This is not a serious obstacle. A more serious one is the fact that students are being admitted to examination for admission to the Bar of Montana at the end of four years. Some of our students have successfully passed these examinations and been admitted to practice

at the end of two years college and the four-year law work, and they have not all been among our better students. There would probably be an increased tendency, (the tendency not strongly pronounced at this time), to leave law school at the end of two years rather than spend two more years in training. Furthermore, since legal education requirements in Montana can be satisfied by commercial and correspondence schools and by two years of study, the result may be that more students might be discouraged from even entering law school when the college and law period is lengthened from five to six years. Perhaps the Supreme Court would, however, in line with steps taken in other jurisdictions, require three years study of law, or, as many do not as recommended by the American Bar Association, three years study in a school of law.

Adoption of the plan will call for a strengthening of the staffs of the social science division and the law school over their present status. But it is believed that the expenditure will be well justified since the law school is now training the majority of those admitted to the practice of law in Montana, a group of men constituting a profession of vital interest to the welfare of the state. It is not, however, proposed that these changes shall take place until there is a considerable return of veterans to the school of law and the enrollment is restored to normal figures.

REPORT OF THE

PROFESSOR JOHN GARDNER, JR.

Enrollment in the School of Public Health has increased from 30 students last year to 40 for the current year. The first semester enrollment on the basis of the present curriculum was 20 students. The second semester enrollment was 20 students. The total enrollment for the year was 40 students. The enrollment for the year was 40 students. The enrollment for the year was 40 students.

The School of Public Health has increased its faculty and student enrollment throughout the year. Through the University of Chicago, members of the faculty have been able to secure living wages and have been able to secure living wages. The faculty has increased its enrollment and has been able to secure living wages. The faculty has increased its enrollment and has been able to secure living wages. The faculty has increased its enrollment and has been able to secure living wages.

The School of Public Health has increased its enrollment and has been able to secure living wages. The faculty has increased its enrollment and has been able to secure living wages. The faculty has increased its enrollment and has been able to secure living wages. The faculty has increased its enrollment and has been able to secure living wages. The faculty has increased its enrollment and has been able to secure living wages.

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The School of Public Health has increased its enrollment and has been able to secure living wages. The faculty has increased its enrollment and has been able to secure living wages. The faculty has increased its enrollment and has been able to secure living wages. The faculty has increased its enrollment and has been able to secure living wages. The faculty has increased its enrollment and has been able to secure living wages.



SCHOOL OF PHARMACY

June 1945

Dean C. E. Mollett

The attendance and graduates were about one half normal and both were the averages for all accredited schools last year. The enrollment is slightly less than last year and the graduates number twice that of last year. (Students 30, graduates 8)

The library of the school has been strengthened with new text and reference books and contains nearly 1000 volumes and is housed with the chemistry library of about 900 volumes which make a fair library for research.

Stock rooms and student laboratories have been improved and systemized and supplies increased.

Curriculums are of the approved type and changes may be made in offerings as needed. It is readily flexible and readily adjustable to meet the desires for specialization of the more capable students. The content of the courses cover the essentials and the new.

The curriculum coverage has outgrown the present faculty of three instructors and now includes more than 100 credits in professional subjects, to which is added elective hours, research, and the administrative work of the pharmacy school office, two stock rooms, the university health service, and the drug garden.

One hundred two alumni are listed among those in the service and two have been lost.

Various phases of the drug industry are endeavoring to increase the attendance of the pharmacy schools: The Pharmaceutical Press, the American Foundation for Pharmaceutical Education, State Boards of Pharmacy, wholesale and retail pharmacists.

Educational, personnel, and other needs: An additional staff member is obligatory with an increase in attendance as there has been no addition to the staff during the past two decades.

Student laboratory assistants to take the routine work from the instructors in the nine laboratory courses, six of which run throughout the entire school year.

Two graduate assistantships to attract exceptional students for graduate or research work could be used to an advantage if the above assistants can also be supplied.

A permanent curator of capital and stock keeper of student supplies and of apparatus is both an economic and an educational necessity.

A part-time library assistant under the supervision of the main university librarian would make possible the best use of the 1900 volumes in the Pharmacy-Chemistry library.

A full-time pharmacy school office secretary to take the routine of the office from the teaching staff and the student body *routine*

Building needs: Repairs and changes, ventilation in the analytical balance room, visual apparatus for making teaching more effective.

Furniture for the model practice pharmacy laboratory.

Electrical, gas, and water connections for the desks in the pharmacology laboratory.

A small building in the 2½ acre medicinal plant garden (\$35,000) for a laboratory for 15 students, drug drying and grinding apparatus and starting beds for plants for field planting, and a small cement room for small experimental animals.

DEPARTMENT OF MILITARY SCIENCE & EDUCATION  
Montana State University  
Missoula, Montana

George W. Micevic, Major, Infantry U. S. Army, Chairman

REPORT OF SCHOOL YEAR 1944-1945

1. ENROLLMENT DATA:

<u>SCHOOL YEAR</u>	<u>BASIC COURSE</u>		<u>ADVANCE COURSE</u>		<u>TOTAL</u>	
	<u>Oct.</u>	<u>June</u>	<u>Oct.</u>	<u>June</u>	<u>Oct.</u>	<u>June</u>
1943-1944	62	40	30	0	92	40
1944-1945	307	42	0	0	307	42

The increase in the Basic Course was due to the Army Specialized Training Reserve Program, in which were enrolled 221 students. The unit was discontinued on the campus 7 January 1945.

The Advance Course was not operating this year as it has been discontinued for the duration of the war.

2. INSTRUCTIONAL DATA:

(a)

(a) Freshman and Sophomores take three hours of class per week.

(b) Practical out-door instruction was conducted from 25 September 1944 to 15 November 1945, and during the entire Spring Quarter.

In keeping with the trend of Military Instruction, more time was devoted to the application of the principles taught in the class room.

Instruction in inspection, Close and Extended Order drill was given and Ceremonial parades in honor of university Administrative members, visiting Army Officers, and recipients of Military honors.

(c) The policy of visual training aids in the form of sound Motion Pictures, Film Strips, War Department Portfolios, and charts were used to supplement the instruction.

The Department of Military Science conducted movies for the Department of Physical Education, Physiology, Nursery School, Department of Spanish, the School of Journalism, and Geology.

3. INSTRUCTIONAL PERSONNEL:

- (a) Major George W. Mirevis, Infantry, U. S. Army, P. M. S. & T.,  
Instructor of First and Second Year Basic Course.  
Captain Robert (MHI) Isaac, Infantry, U. S. Army,  
Instructor of First Year Basic Course.  
1st Lieutenant Richard S. Brennan, B.I.M., A.U.S.  
Adjutant and Personnel Officer  
Tech. Sgt. Frank J. Stenok, Infantry, U. S. Army  
Assistant Instructor, First and Second Year Basic Course, Rifle Team  
Coach, and Supply Sgt.  
Sergeant Burnie L. Rubanks, Infantry, U. S. Army,  
Sergeant Major, Assistant Instructor.  
Sergeant Charles A. Smith, Infantry, A.U.S.,  
Personnel M.O.C., Clerk.  
Corporal Carl (MHI) Zurhushlan, Infantry, A.U.S.,  
Postal Clerk.

(b) Capt. Robert Isaac was assigned here on 2 June 1944 and transferred on 15 January 1945.

Lt. Richard S. Brennan was assigned here on 29 May 1944 and transferred on 15 February 1945.

Sgt. Charles A. Smith was assigned here on 29 May 1944 and transferred on 31 January 1945.

Cpl. Carl Zurhushlan was assigned here on 29 May 1944 and transferred on 15 January 1945.

4. BUILDING AND GROUNDS:

- (a) The building was repainted, where needed, prior to the annual inspection. Paint was provided by the Physical Plant, and the painting was done by the Military Personnel.  
New lighting was installed in the room used by the administrative staff, of the Army Specialized Training Reserve Program.

(b) NEEDS:

The requisitioned needed repairs and installations submitted last year were not installed. This building is without a drinking fountain, wash basin, and hot water. Oil and grease is constantly being used in connection with the various Ordnance equipment etc., and it is now necessary for the members of this department to go to the Forestry Building to wash (this isn't very feasible during the winter months). To secure water to wash windows etc. it is necessary to carry it over from the Forestry Building.

There is an urgent need for consideration of an armory for the University campus. Due to the lack of proper facilities it has been necessary to secure permission to alter the established ROTC curriculum. Necessary planning should be done so that when the opportunity present itself, the University will be ready. The needs of proper facilities can not be over-emphasized as a great expansion is anticipated at the end of the present war. With proper revision, the plans of the proposed armory (1941) for the University could be used.

### 3. INSPECTIONS:

Lt. Col. Thomas J. Cunningham, Chief of the School Division, Ninth Service Command, inspected this unit on 15 September 1944. A parade was given for the Colonel, and upon completion of his inspection commended the unit by saying it is the best in the Service Command.

Lt. Col. Daniel Miner, of the School Division, Washington D.C. inspected the unit on 15 October 1944. He was more than pleased with every phase of our unit, with the exception of our academic rating. The instruction in the M Curriculum (below college level) was in the upper 25% of the United States. On the other hand the rating of the B Curriculum (college level) was in the lower 15% of the United States. Col. Miner attributed this to the teaching of instructors who were not in their own fields of instruction and to teaching methods.


Lt. Col. Glenn Webster, P.M.S. & T. of Oregon State College made the annual ROTC inspection on the 19th and 20th of April 1945. He was well pleased with the unit as a whole, and stated that we had more and better demonstrations of the various subjects than any other school. He commented on the freshness in appearance of the physical plant, and the excellent condition of the arms, armory and supply room.

Demonstrations were given by the Freshman in Riflemanship, Ceremonies and parades, First Aid, Map Reading and Interior Guard Duty. The Sophomores put on demonstrations in Scouting and Patrolling, Cover and Movement, Tent Pitching and Equipment, and M1 and 1903 Rifles.

The unit as a whole demonstrated Close Order Drill, Extended Order Drill, Physical Training, and Inspections.

In the written examination, he gave to all units, Montana State University rated on top of all schools he had inspected. In addressing the unit upon termination of the inspection he said, "I am leaving here with a greater number of new and fine ideas and compliment you on your fine and excellent showing."

Due to the absence from the University of President Ernest O. Melby and Dr. A. S. Merrill, the inspecting officer was unable to make a personal call.

  
GEORGE W. KIBINIC  
Major, Infantry  
Professor of Military Science and Tactics

THE UNIVERSITY OF CHICAGO

The Reverend Henry W. Cady, Director

It was expected at the beginning of the year that this would be a period of transition, of reorganization, of building foundations for future development. It has been just that. In this enclosed report I want to indicate some of the present conditions as well as developments which I feel are promising for the future.

A. The teaching of Religion

You will recall our old pattern of five 2 credit courses, one of which was offered each quarter. During the fall quarter we had 2 of our 200 students registered in "Religion of Mankind", our most popular course in recent years. At the same time we were preparing the new course - "Basic Values in Religion" by making 100 students:

"If you were to take a course in religion designed to meet your religious needs on instruction, what would you want included in it?"

The professor in the new course indicated the interests of students. He indicated emphasis on the course in human history and in taking it at present. Since this basic course is given every quarter in Social Studies as well as in Religion, a working collection with many religious studies students would have to be made in a book or by an audio tape.

The new course has now been given and the curriculum committee:

- a. The Church and World Order - a study of the essential elements and the place of the church in the world of today....3 credits.
- b. Religion in Human Relations - a seminar type of course which in the direction of creative group discussion and individual social action studies the group life of the church or community....1-2 credits.

If suggested by the curriculum committee work will be offered in the fall.

B. Student work in the churches

This year we have had an all-time low for student groups in the churches. The Wesley Foundation and Lutheran Student Association have not regularly functioned. The others - Methodist Association, Episcopal Fellowship, Roger Williams Club, Roman Club - have not for special occasions only. However, the need of leadership and contact of last fall has been met.

There is now a growing determination on the part of students to utilize our church groups to vitalize and enrich our life on the campus. The outlook for next fall is good. The pattern of the future is uncertain as yet but I feel that the groups which live in the future will have to live for more than themselves. They will "lose" their lives into the total constructive life of the campus and thereby "find" them. The Women Club has this year set us a good example in sponsoring the World Day, the St. Patrick's Day Convention, and the Spring Picnic. The Wesley Foundation and I.S.S. "Take Back" have high points in their programs. This type of activity needs to be enlarged.

### 3. Religious Work on the Campus

The Inter-church Conference has not functioned this year. Since the representatives come from Church groups and only two were meeting regularly there was no effective way the Inter-church Conference would be brought together.

During the year we have worked with several volunteer groups and committees on the campus such as WASH Committee, Campus Improvement Committee. I believe a new pattern is beginning to emerge for the future. That is to replace the Inter-church Conference with a Student Christian Council which will have representatives not only from the Church groups but from the campus as well and whose main task will be to improve the quality of life - interest - activity - on the campus.

The local Student Christian Council would then have direct relation to United Student Christian Council and World Student Christian Federation giving us the national and world-wide contact so sorely need.

### 4. Housing

The Women's Co-operative House has again had a very good year - (see Betty Chandler's report). We are concerned about the housing of married students and the re-establishment of the Men's Co-op House but feel that the function of the School of Religion will be to encourage the administration to take action in this direction rather than to sponsor anything ourselves. The Co-op House has, to date, been a source of satisfaction to the School of Religion, and a credit to the University.

### 5. Community Service

Our Community Service plan is an outgrowth of our depiction some of former years. In the depiction forms we imposed upon the good will and free time of students and never could demand any great amount of study or thorough work. It was more suggestion with service activities than serious work. The new Community Service plan is a continuation of the "Work Camps for College Credit" and the "Field Fellowship." In addition to projects in community

Integration and education will continue to operate through the various or individual for social religious leaders. In this the leadership of the various study, The National Council of Churches, and the School of Religion will be utilized.

Our first trial project will be at Longview during June, July, and August. We plan to spend Monday, Tuesday, Wednesday, Thursday, and Friday remaining on the campus with regular classes. Friday afternoon of each week I will take a group of students for a weekend of work, recreation, service, study, and community study. This field work is acceptable to the laboratory work for the course of "Social Community Organization", taught by Dr. Paul Yoder in the Sociology Department.

A careful record of our experiences will be kept and out of them I hope a full time work camp will grow.

### 3. The Outlook of the Future

The function of the School of Religion "as I see it" -----

Recently I saw this statement in one of our denominational publications:

"The Christian institutions of learning voice the spiritual values which modern society has lost."

In making no defense for secular institutions, but of this I am certain. If these things are all "spiritual values" are really a basic spiritual to complete living, then no secular institution should be expected to do it. But if they are not really values, then even the Church should not teach them!!

The function, then, of the School of Religion is to create a constant pressure in the direction of moral and spiritual values. The University can use the School of Religion as a part of its experimental program - as a trial balloon, to explore, to experiment, to test out new ideas, methods, and

If some of these prove truly values, or at least values, they can be continued. If some of them prove valueless to the University, they can be taken over in part at least by the community and so on so on to explore new areas. (The whole co-operative social idea is an example of this.) Our exploration is now in the following areas.

1. Courses and methods.
2. Counselors, student life, campus community.
3. Church group vitality, relation to the campus and United Christian movement.
4. Community service - a "quest" to the "will" of the community to explore type of religious leadership.



## THE LIBRARY AND THE LIBRARY COMMITTEE

Wakileon Campbell, Librarian, and Chairman, Library Committee.

The report of the library for 1944-45 is divided into two parts. The first part consists of a brief summary of the work of the library for the year. The second part, in accordance with President Holby's request of May 5, covers some of the needs of the library to insure more adequate and efficient library service.

### SUMMARY FOR 1944-45.

#### Circulation Department:

The Circulation Librarian worked under real stress during the past year. The matter of securing and retaining student assistants was a difficult problem. A constant change of student assistant personnel was prevalent all through the year, and most of the assistants were apathetic toward their work and uncooperative. The fact that students are financially independent at the present time, accounts in part, no doubt, for this existing condition. However, in the face of this handicap, the Circulation Department gave satisfactory service to faculty and students.

The Department circulated the following volumes from August 12, 1944, to June 1, 1945:

Quarter	Reading Room				
	Loan Deck	2 hr. Reserve	Reserve books	Open Shelf	Total
Summer	2498	3275	345	605	6,723
Autumn	4120	3306	212	1351	11,592
Winter	3077	7952	257	842	12,748
Spring	1879	5125	247	669	7,918
Inter-library loans					170
Out-of-town loans to individuals					320
Vacation loans (Aug. 12-Sept. 30, 1944)					601
Total circulation					44,740

These figures do not include the use of the reserved books which were placed in the Reading Room. Only the books circulated for over-night use are included in the above figures under "Reserve books."

# Annual report - Library, 1944-45 - 2

## Reading Room attendance:

Quarters		Daily average
Summer	9,388	154
Autumn	51,200	371
Winter	55,776	362
Spring	35,376	211

While the volumes circulated in 1944-45 showed a 13 1/2% decrease over the previous year, the use of the Reading Room showed an increase of 53% over the preceding year. This situation is accounted for partly by the fact that a greater number of books were placed on reserve in the Reading Room in the past year, thus eliminating some congestion and work at the 2 hour loan desk, and that students made greater use of material in the Reference Department in the past year.

## Reference Department:

In the Winter Quarter, classroom instruction in the use of the card catalog, periodical indexes, and other reference works was given by the Reference Librarian to all sections of Freshman English. The registration in these classes was 185 students. In the preparation of bibliographies for term papers there was a noticeable difference between these students and the Freshman English students of the preceding quarter who received no library instruction. The classroom instruction undoubtedly reduced the number of individual requests for help in preparing bibliographies. On the other hand, a knowledge of the basic reference works stimulated a desire on the part of many students to learn the use of the more specialized reference works.

During the last two summers there has been a marked decrease in the number of students using library materials. This is particularly noticeable in the matter of periodical indexes and periodical literature. The decrease in the use of the library seems to be chiefly the unfortunate result of not having facilities for housing the education workshop in the library building. Since all workshop activities are conducted in the Journalism Building, the students make use of the limited library materials provided there and often are unaware of the additional resources available in the main library.

The total number of reference questions recorded for the period June 1, 1944 to June 1, 1945, was 2212, a decrease of approximately 2 1/2% from the number recorded during the four quarters of the preceding year.

Acquisitions and Serials Department:

Two projects were undertaken and completed in this Department during the year: (1) the file of college catalogs was brought up to date and the collection of catalogs increased by over a thousand catalogs; and (2) broken and obsolete files of more than 200 serials were discarded or sent to other libraries on exchange.

A full-time clerical assistant was added to the department in December to replace three student assistants who formerly had carried on the routine work. Greater efficiency has resulted because of continuity of experience and increasing skill in the work done.

The purchase of back numbers to complete serial files was continued, and approximately \$400.00 was spent for this purpose. The department received and checked 726 periodicals; over 5200 federal documents; and 1235 volumes from the bindery in addition to handling approximately 1000 pieces on exchange.

Catalog Department:

Miss Ruby Rybolt resigned as cataloger in November to take a position in California. Her place was not filled for more than 3 1/2 months as a successor could not be secured until the latter part of March, 1945.

A total of 3316 volumes were added to the library during the year; 1473 volumes were lost and withdrawn; more than 7000 library of Congress cards were prepared for books received, and 1752 cards were typed; 1800 cards were sent to the Bibliographic Center at the University of Washington for the Union Catalog; and more than 1400 books were mailed. Since April 1945, several files in the department have been undergoing revision, and unnecessary cards are being removed from the general catalog.

The Librarian, in addition to her regular administrative duties, supervised the order work, substituted in the Circulation and Reference Departments, served on several faculty committees, and continued as Montana's representative on the Committee on Bibliography of the Pacific Northwest Bibliographic Center. Many demands also were made upon her time as Chairman of the Montana State Library Extension Commission,

especially during the legislative session in Helena. The Commission was successful, however, in securing an appropriation of \$20,000 for the biennium, July 1, 1945 - July 1, 1947, and will become active in state-wide library service after July 1945. The Montana State Library Association voted to house the Commission at the State University if this action met with the approval of the University. President Melby approved the recommendation of the State Association, and the Commission will be housed in the University library building.

#### NEEDS OF THE LIBRARY.

The most urgent need of the library, as has been stated many times in the past few years, is either a new building or the present building remodeled and expanded. The stack space for books has been completely utilized, the staff are working in cramped quarters, and the Reading Room will not house the students with a normal enrollment. The matter of a library building has been discussed in detail with President Melby and the Planning Committee.

At least three, and preferably four, additional professional librarians should be added to the library staff. At present, there is only one trained librarian for each department in the library. Such a shortage of staff permits each department head to do no more than the routine work necessary to maintain the library. Consequently, the faculty and students are not securing the kind of services which the library should and would like to give. These services are many, but a few of the more important ones are mentioned here:

- Close supervision of the stacks in order to weed out old material; to check on books to be bound and replaced; and to make recommendations to faculty for rounding out collections in fields which are weak.

- The preparation of a library handbook for students and for group instruction in the use of the library.

- The indexing of material relating to Montana, and the preparation of clippings and pamphlets for the Montana File.

- Preparation of bibliographies, such as one on Montana for use in schools of the state, including history, poetry, fiction, maps, etc.; or a bibliography of the publications of the faculty of Montana State University with annual supplements.

Annual report - Library, 1944-46 -- 5

A thorough study of the general catalog, incorporating changes in filing, correcting mistakes, and making the catalog more usable.

The reclassification and recataloging of certain subject fields, and remarking the "A" collection.

Members of the staff, especially the Documents and Reference librarians are so engaged in the daily routines of their work that they do not have time to properly study and service material coming into the library or to investigate fields in which the library should expand. The requests made by the Montana Study Group have indicated the importance of documents and serials. They have further emphasized the real need on the part of staff members to thoroughly examine such material as it comes to the library, and to index this material if it is not already indexed adequately in bibliographical aids.

LIBRARY COMMITTEE.

Five meetings of the Library Committee were held during the year 1944-46. At these meetings the library budget was discussed, matters pertaining to library policy, and problems concerning both staff and library were presented by the librarian. Members of this Committee were most faithful in their attendance at meetings, and were most helpful to the library staff in their discussions, advice, and suggestions.

DIVISION OF EXTENSION & PUBLIC SERVICE

E. A. Atkinson, Chairman

During the year 1944-1945 the Division of Extension and Public Service continued its program of correspondence study, extension courses, and special lectures. Attached is a statistical report covering the period from April 1, 1944 to April 1, 1945.

The Lecture Series was again successful but needs expansion.

Broadcasting of Radio Programs from the campus should be entirely under the supervision of this Division instead of being handled by a separate committee. The past year of radio broadcasting included approximately seventy-five programs. With Mr. Redford leaving arrangements will have to be made for someone to handle the radio work.

The University News Service should be expanded and more closely integrated with this Division. It probably should be placed under the general supervision of this Division.

Someone from the University staff should be freed for at least three-fourths of his time to give to the work of the direction of the Division of Extension and Public Service. The Radio Broadcasting, News Service, Alumni Relations, Correspondence Study, Extension Courses, Special Lectures of all types by the faculty, Technical Services by the faculty, and general Public Relations should be more closely integrated than it now is. It is recommended that all these functions be under the general supervision of the Director of this Division.

STATISTICAL REPORT OF CORRESPONDENCE AND EXTENSION  
April 1, 1944 to April 1, 1945

	<u>Corres.</u>	<u>Ext.</u>	<u>Total</u>
Number of students on roll, April 1, 1944.....	308	32	340
Number of registrations in force April 1, 1944.....	335	32	367
Number of new students registered from April 1, 1944 to April 1, 1945, including 4 students taking both extension and correspondence.....	345	76	418
Number of new registrations from April 1, 1944 to April 1, 1945.....	443	86	534
Number of expirations, 1944-1945.....	37	1	88
Number of refunds, 1944-1945.....	37		37
Number of transfers, 1944-1945.....	4		4
Number of courses completed, 1944-1945.....	209	66	275
Number of registrations in force during year, 1944-1945.....	783	118	901
Number of students registered during year, 1944-1945, including 4 students taking both extension and correspondence.....	653	106	757
*Number of students registered in 2 courses during the year.....	81	8	88
*Number of students registered in 3 courses during the year.....	19	3	21
Number of students registered in 4 courses during the year.....	1		1
Number of students registered in 5 courses during the year.....	3		3
Number of registrations in force April 1, 1945.....	414	61	495
Number of students enrolled, April 1, 1945, including 1 student taking both extension and correspondence.....	418	51	468
Number of students enrolled in 1 course, April 1, 1945.....	388	50	438
*Number of students enrolled in 2 courses, April 1, 1945.....	26	1	26
Number of students enrolled in 3 courses, April 1, 1945.....	3		3
Number of students enrolled in 4 courses, April 1, 1945.....	1		1

\*These students registered for both extension and correspondence study during the year.

PLACEMENT BUREAU

Professor E. G. Schellenberger, Director

Report for Fiscal Year Ending

June 30, 1945

For the third year, the Placement Bureau has been struggling with the teacher shortage. In this office the shortage has been felt more acutely than in previous years. More out-of-state calls have come into this office than in previous years. Most of the out-of-state calls have come from Washington and Oregon, and many have come from North Dakota, South Dakota, Wyoming, and Idaho. A few have come from more remotely lying states. It has been the policy of this office to allow its registrants here to exercise complete choice as to where they should attempt to get jobs. However, we have practiced loyalty to the state of Montana in that we have pointed out the difficulties that would be <sup>met</sup> ~~met~~ in reaching in some of the highly congested centers of population on the Coast. Nevertheless, these coastal areas have robbed Montana of many good teachers.

This year, more than in any previous time, it has been impressed upon us that the salary, while an important consideration in selecting a job, is not the only one. Many teachers seem to be just as interested



in getting a favorable location, that is, into a good school system and into a town or community which provides them with opportunities for recreation, sociability, and human companionship. This operates to the disadvantage of the smaller towns, and in many cases the smaller towns have tried to overcome this handicap by offering larger salaries than some of the larger towns. To some extent, this has been successful, and to some extent, it has not.

While I have not made a statistical study of the increase in salaries, it is my opinion, roughly formed, that salaries are up perhaps ten per cent over last year, and in some cases even higher. However, many of the larger school systems are not changing their basic salary scale, but are giving their teachers a bonus to take care of the increased living costs.

I am afraid that the present shortage is not to be considered of temporary duration. It looks to me that because of the decreased enrollment of the past three years in the universities and colleges, that this shortage will hang over for perhaps three or four years. Some are inclined to think that many teachers when they are released from their army jobs or other defense jobs will rush back into teaching. I don't belong to that school of thought. I think many of the women who have seen some of the glamour that has been spread about during the past few years will be reluctant to go back to teaching.

Attached herewith, is the statistical report of the activities of this bureau.

# STATISTICAL REPORT OF THE PLACEMENT BUREAU

July 1, 1944 - July 1, 1945

Number of teachers in the interest of whom service was rendered.....302

Number of sets of teachers' confidential papers sent out.....1104

Number of calls for teachers received in this office.....1074

Number of candidates nominated for these positions.....582  
(1.95 persons nominated  
per vacancy)

Of the total number of calls for teachers:

Subjects specified for high school teachers.....1113

High School.....296

Grades.....207

    rural.....47

Junior High.....87

Junior College.....5

College.....25

University.....4

Military School.....4

Cafeteria Manager.....1

Dietician.....2

Adult Education.....2

Home Demonstration Agent.....3

Elementary Auditorium.....1

Secretary to College President.....2

Secretary to High School Principal.....3

Normal Trainings.....4

Veterinary Medicine.....1

School Boy Patrol.....1

Home Nursing and First Aid.....1

Summer Recreation.....5

Kindergarten.....10

Remedial Instructor.....2

Subjects for which calls were received:

Subject	No. of Calls
Aerology	12
Agriculture	11
Art	10
Commercial	10
Education	10
English	10
Geography	11
History	10
Library	10
Mathematics	10
Music	10
Physical Education	10
Science (unspecified)	10
Social Science	10
Spanish	10
Statistics	10
Writing	10
Art	10
Chemistry	10
Physics	10
Total	131
Mathematics	10
Social Science	10
Spanish	10
Statistics	10
Writing	10

Administrative

Superintendent	10
High School Principal	10
Junior High Principal	10
Elementary Principal	10
Sum of Calls	10
Director of Superintendents	10
Elementary Superintendents	10

Administrative (Continued)

High School Vice-Principal.....	1
District Personnel and Guidance Supervisor.....	1
Vocational Guidance.....	2
Coordinator of Visual Education.....	2
Supervisor, Adult Education.....	1

## PHYSICAL PLANT

F. C. Swearingen, Maintenance Engineer

12/4/45

## PHYSICAL PLANT

### Undistributed Buildings

The various army cadet groups left the campus this year, and we have been busy preparing the buildings, particularly the Residence Halls, for the regular University students.

It has been very difficult to make the necessary repairs and maintenance work on the buildings because of the labor shortage. All of the plumbing, electrical and paint shops are busy, and we have to wait to obtain their services. Much of the repair work on the campus dragged out over many months because the labor was not available to do the work. We have, however, managed to make numerous improvements and to keep the campus, in general, in good repair. I wish to particularly compliment our regular employees who have worked hard in these trying times to accomplish these results.

The following major improvements were made this year:

University Hall - The hallway of the first floor was redecorated, and the telephone booth was enlarged and remodeled.

Old Science Hall - This building is being entirely remodeled, and is to house Modern Languages on the second floor, and Economics and Sociology on the first floor. We held the cost of this remodeling to a minimum as this is an old building, and it was deemed unwise to make any permanent improvements to it.

Student Union Building - The 2nd floor was redecorated, and also the ceiling of the lounge room.

Shanklin Hall - The quarters on the first floor occupied by the Nursery School were redecorated.

Men's Gymnasium - The tile work in the plunge was re-grouted. The cement between the tile disintegrates from the action of the water, and this work should be done every fifteen years.

Chemistry-Pharmacy Building - New skylights were installed on the roof of this building. The old flat skylights originally installed have leaked every since the building was constructed.

Infirmery - The Health Service was moved from University Hall to the Infirmery at the corner of University and Maurice Avenues.

Old Student Store - We redecorated part of the interior of this building.

General - The terra cotta and brick work along the top coping of some of the buildings was reset and resculked. This work has been needed for some time. It was done on the Men's Gymnasium, Forestry Building, Student Union Building, North Hall, South Hall, and the Chemistry-Pharmacy Building.

#### Campus

The water main on Keith Avenue was again repaired. This main must be replaced with steel pipe as soon as materials are available, as we have spent as much in the last ten years repairing this main as a new one would cost.

An outdoor fireplace was constructed in the grove north of the Men's Gymnasium. This has been used for student and faculty functions.

The Campus Development Committee again recommended that there be no improvements to the campus during the war, as it is impossible to obtain irrigation materials, and it was thought unwise to increase our staff of gardeners when men are so vitally needed on the farms. We again planted a few trees where no extra irrigation was required.

### Residence Halls

The Army Air Force vacated the Residence Halls this year, and we redecorated all four halls and resanded the floors in Corbin Hall. This was a large job, and it could not be completed before school started in the fall. It was necessary to do part of this work in North and Corbin Halls after the buildings were occupied by the students. This made it difficult to handle the work, and was inconvenient to the students. However, they cooperated, and were glad to have the rooms redecorated.

### Heating Plant

The heating plant was again operated through the entire year without a shut-down. It will be necessary to do considerable maintenance work this summer on the underground mains, such as packing the glands of the valves and expansion joints.

### Employees

There were a number of changes in our staff due to people leaving for war time work. The rapid turnover in help occurred to the greatest extent to the gardeners on the campus. We added several more women to our janitor staff, as it was impossible to obtain men. We have one student janitor this year.

### Planning Committee

The University Planning Committee spent a great deal of time in planning for post-war building. Although there is a great deal of work left for this committee to do, the start has been made and they have laid the foundation for a future building program. Preliminary plans were made for the following buildings:

Class Room Building	Fred Brinkman, Hallapell, Architect
Building for Business Administration, Home Economics and Education	Fred Brinkman, Hallapell, Architect
Forestry Laboratory Building	A. S. Hysenir, Missoula, Architect
Gymnasium Building	P. S. Kirkson, Missoula, Architect
Women's Gymnasium	L. S. Kirkson, Missoula, Architect

### TRAINING

I taught a five hour course in Timber Mechanics during the winter quarter.

### OFF CAMPUS WORK

I worked on the following boards because I believed it was advantageous to the University:

- Member of the Community Chest Executive Board
- President of Western Montana Boy Scout Council
- Member of the Camanfire Girl's Executive Board
- Member of the Missoula County War Salvage Board
- Co-Chairman of the United Nations Clothing Relief Drive
- Member of the Chamber of Commerce Post War Planning Committee

I wish to again urge that the following repairs be made at the earliest possible date:

- Men's Gymnasium Roof
- Men's Gymnasium Plunge and Shower Rooms
- Electrical Improvements and Adequate Lighting of Class Rooms and Laboratories
- Forestry Roof and Gutters
- Minish Natural Science Roof
- Student Union Roof
- Replace Water Line on Keith Avenue
- Reset Ballast at Sewing Plant
- Replace Gutters on Journalism Building



June 7, 1945

WESTERN HALL

Florence MacArthur, Acting Director of Residence Halls

In July 1944, I was appointed Acting Director of Residence Halls for an indefinite period while Mr. MacArthur was on leave of absence due to illness. Three Mrs. MacArthur first became ill and left the office on May 8, 1944 and did not return. This year she has been most helpful on my part and all problems I have had concerning the residence halls. She helped me with the plans for the summer which I thought will be most profitable in institutional building and institutional management and has been most willing to advise me the many times I have requested advice on matters pertaining to the office of residence halls.

The very first group did not leave the campus until June 25th as that it was not possible to open the residence halls to senior school students. July, August and September were spent in an effort to get the furnishings back to the halls as pieces above they belonged and in getting the four buildings painted, repaired and cleaned so that they could be opened to regular students for return parties. On July 26th we received another group from the school, namely 100 students, consisting of 100 women and 100 men. These boys were housed temporarily in North Hall and North Hall while North Hall was being worked, completely redecorated and cleaned. The group was moved to North Hall on August 8th and remained until August 6th when the group was withdrawn from this campus. Since that time North Hall has been closed.

Now and North Hall were closed and worked, North Hall being opened so late that it was very difficult to get it ready to open - but the building was ready while to have it closed and in nice condition for the freshmen girls. It was not expected that we could have to use North Hall at all - but due to so many late arrivals from various parts, we had to get it ready for use. In that two days which we used for the painting of exterior walls, refinishing of interior floors and some cleaning being done after the students moved in. North Hall is arranged in such a way that we were able to have freshmen and sophomores as students on the first floor, which was a very nice building and entrance, and freshmen on the second and third floors. North Hall housed freshmen women and men and sophomores women and men thirty freshmen boys. Special attention was placed on the work of the three residence halls. One of the residence hall staff, under the direction of the Acting Director of Residence Halls, were given full-time hall supervisors, a full-time secretary and bookkeeper, a part-time office worker and helper and two part-time student office workers.





4. Pipestone installation in north and south walls as soon as materials are available.
5. Installation of passing doors advised on the second and third floors of north and south walls.
6. An adequate telephone set-up coordinated with the residence walls.
7. Have the Director of Residence Walls on all occasions that relate to the civil, political and social progress of our nation's economy.

## DEPARTMENT OF ATHLETICS

E. K. Hudgley, Graduate Manager

Material was not available for college competition in any sport except basketball. Under the coaching of G. F. Dahlberg, who had been released from Army duty, seven games were won and twenty-three lost. All home games were played in the University gymnasium after two years trial in playing at the new High School gymnasium. The change met with favorable reaction by the students who seemed to appreciate the games more although the facilities are inferior.

In the 1943 report, attention was directed to the need for planning a post-war program. Little progress has been made although the pre-war program was considered highly unsatisfactory. Perhaps in this isolated location, improvement is difficult; however, the condition is so bad that drastic action seems imperative. As a member of the Pacific Coast Inter-collegiate Athletic Conference, Montana competes with institutions having greatly superior manpower and facilities. A conference schedule in basketball has been denied for several years. Competition in baseball was voluntarily discontinued by Montana and in minor sports such as tennis, golf, swimming, wrestling, etc. has been sporadic. Since Montana entered this conference, only 6 of 76 football games have been won (all from Idaho). The record in other sports has been equally regrettable.

This condition is bad for the morale of the student body and bad for public relations throughout the state. Because of its isolated location and sparsely populated area, Montana must recognize a need for an abnormal investment in its athletic program if it is expected to be reasonably successful. Unless some improvement can be made, the program is of doubtful value.

In order to improve the situation, consideration should be given the following:

- (1) Adequate facilities to care for more and better indoor training and for larger crowds at games.
- (2) A larger staff to care for instruction in baseball, tennis, golf, wrestling, boxing, etc.
- (3) Special aid to athletes.
- (4) Reduce the aspiration for competition with the largest institutions in the West.

ANNUAL REPORT

Professor Walter A. Anderson, Director

The 1944 Summer Session enrolled a total of 374 civilian students as compared with 341 the previous year. This marked an upturn in registration which will continue in 1945 when the enrollment will approach 500. There was a marked decrease of students from other states, with only 30 attending. This was due primarily to travel restriction and to changes in teaching certificate requirements which allow out-of-state people to secure certificates and permits without attending summer sessions in the state.

Whatever the Summer Session lacked in numbers of students was compensated for in quality of program. Special features were: the Workshop in Education, School of the Drama, two-week Unit Courses, and the Refresher Program for Returning Teachers. All of these programs proved successful and are being continued in 1945 with improvements and expansions. Preliminary work was done on revision of Montana secondary school course of study which resulted in a Curriculum Revision Center, enrolling over sixty teachers and school administrators in the 1945 Summer Session.

Significant conferences were held. The Annual Montana Educational Problems Conference brought together a large proportion of Montana's school administrators for three days. It was declared a practical and helpful meeting. The Sixth Annual Rocky Mountain Institute for Commercial Organization Secretaries had its largest enrollment with representatives from Midwest and Western states. The First Annual Labor Institute brought speakers and leaders in labor education from all parts of the country and was attended by approximately 75 delegates from labor organizations and many visitors. The above conferences will continue in 1945 with the exception of the Rocky Mountain Institute which was cancelled due to travel restrictions. The Montana Music Teachers Institute will be held for the first time.

Recommendations:

1. Montana State University is exceptionally well located for an outstanding summer session. The summer climate and recreational advantages are excellent. Every effort should be made to attract students through an excellent program, outstanding faculty, and proper publicity of the natural advantages.
2. Cooperation in on-going educational programs such as secondary curriculum revision should be continued and expanded.

3. Summer conferences, institutes, and short courses provide excellent means of extending the services of the University. They should be extended to include other groups and organizations. A short course for Parent-Teacher Association leaders is the most recent request.

With the inauguration of the twelve-months employment plan for faculty, it becomes relatively easy to make the Summer Session a regular quarter in the University's program. This is desirable since many students wish to continue study the year around; this is especially true of returning veterans. There are few sound educational reasons for a three-months vacation period for regular students.

4. Even though the Summer Session becomes the Summer Quarter, rather than an adjunct to the University's program, there will be need for a Summer Session director. There are special problems of program planning, publicity, and administration that require year-around attention by a qualified director.

5. All departments and schools of the University should offer summer quarter programs as soon as enrollment warrants. Probably that will be true in 1955.

THE ARMY AIR FORCES TRAINING PROGRAM

Professor A. S. Merrill, Coordinator

The Army Air Forces training program was completed June 30, 1944. On July 3 a contingent of some 250 members of the A.A.F. Reserves started a six month course of training under the Army Specialized plan. A first term ended about October 1. The second term was completed December 31, and the entire contingent transferred.

The general administrative plan for this program was fairly similar to that of the regular A.A.F. program which preceded. As far as possible, members of the regular staff were used as instructors, but it was found necessary to employ some special instructors. The trainees were registered as are our regular students, hence the administration of courses and credits was less of a problem.

From the point of view of administration and finances, the program may be considered to have been very successful. From the educational standpoint, those who participated report with very little enthusiasm.



THE UNIVERSITY NEWS SERVICE

H. A. Atkinson, Director  
(temporarily in charge)

The University News Service has been carried on in the past year with limited personnel and using the usual methods of the past.

It is recommended that the News Service be immediately expanded and more closely integrated with the Division of Extension and Public Service.

Copies of weekly reports of stories sent out by the News Service are on file in this office for inspection at any time.

REPORT OF THE COMMITTEE

Professor L. S. Merrill, Chairman

The studies of this Bureau are to study specific business problems as they arise. The results of such studies are presented to help in the making of decisions on such problems. During the past year, some studies covered problems on various levels. The work is now becoming more general. Some topics of interest discussed are from the Federal Government, universal military training, veterans education benefits, and registration recording forms, have come in for study.

# COMMITTEE ON ACADEMIC AND COLLEGIATE

Professor W. B. Jones, Chairman

The work of this committee has been more time-consuming during the past year than the actual number of students concerned would indicate. This has been due to the introduction of new problems of evaluating work from other agencies as well as to the necessity for establishing policies for guidance in handling veteran education credit. Agreement has been reached as to methods of granting credit for service experience, for training courses of various branches of the service, and for correspondence work under the U. S. Armed Forces Institute. Fairly clear procedures have been set up for handling credit by examination where training has been taken with no definite service school acting as sponsor.

The new problem for next year will be to establish procedures for credit evaluation of the educational work completed in the newly organized system of higher education in France, England and Germany. Our aim has been constantly to get as high a measure of fairness for the men and women from the service and at the same time avoid the biases of educational institutions bidding for patronage by competitively offering more credit for the same work than other institutions.

Marked lowering of the amount of time consumed with meetings of the committee enlarged for administrative action has been effected largely due to advice and counselling with students on their problems.

The following tabulation of various types of applications which have come through the office during the past year indicates further falling off in some particulars, such as: applications for degrees, certification, and transfers to apply on certificate credit.

	'41-'42	'42-'43	'43-'44	'44-'45
Applications for advanced standing..	287	181	147	159
High School applications.....	420	428	544	387
Applications for degrees.....	372	333	231	193
Applications for teacher's certificate	21	72	31	35
Transfers filed for certificate credit	61	54	29	25

### COMMITTEE OF ADVISORS

Professor R. H. Jesse, Chairman

On the whole, the general advisory system has been of the same character as in the past. Since a large proportion of our teaching staff is engaged in some way in student advising, it is to be expected that the success of the work depends largely on the personality of the individuals, instructors and students concerned.

During the year Dr. Catherine Hutterville has devoted half of her time to the counseling of students.

### THE ARCHIVES COMMITTEE

J. E. Spear, Chairman

The following statement is recommended to the President for approval as a general notice or announcement:

### THE UNIVERSITY ARCHIVES

The first half century mark of the life of Montana State University, September, 1948, is an appropriate time to recognize that personal memories are inadequate and unreliable sources of history. The primary function of an archive is to supply the organization whose records it keeps with information about its past. As the University has grown, the records of its many activities have become scattered over the campus; today, in order to preserve the history, some centralization and coordination through an archives division is essential.

The acceptance of the following principles and policies is necessary for the development and use of archives:

1. The term "archives" applies to (a) files of letters, both sent and received; (b) records, including minute books, accounting records, reports and data prepared for administrative use, including mimeographed and similar material; (c) all material printed or otherwise duplicated for official uses.
2. The records of the official activities of University officers, and offices are the property of the University.
3. The officer in charge of such administrative office is the judge as to how long it is convenient to hold obsolete material, i.e., not in active administrative use, in his own office under his direct control.
4. All archival material, when no longer wanted in the office to which it pertains, should be sent to a central archives division maintained by, or in connection with, the University library.

In general, (1) all divisions of the University (schools, departments, committees, administrative officers) should deposit all records meriting preservation in the central archives after the material is no longer of current value, and (2) the central archives division will preserve such material and enable those properly concerned to make use of these archives. The archives division will make restricted material available for use in accordance with the provisions under which it was placed in archives.

## Additional Sources of Archival Material

The archives include not only material usually designated as official, but all material which pertains to the history of the University. The principal sources of such additional material include:

### A. Faculty

1. Organizations, e.g., American Association of University Professors, American Federation of Teachers.

### 2. Individuals (faculty, officers):

- a. Professional and research papers, one copy of all unbound pamphlets and reprints of articles published in learned periodicals; printed works need not be preserved as archives.
- b. Correspondence, manuscripts, and private papers.
- c. Biographical material and pictures, especially when not available in printed sources; includes record in armed services.

### B. Alumni

#### 1. Organizations

Similar to faculty

#### 2. Individuals

Similar to Faculty but only material which relates to University.

### C. Students

The records of all types of student organizations, especially the Associated Students and its subsidiary organizations, class and departmental organizations, should be preserved as archives of the University. The rapidly changing personnel of these organizations makes the loss of their records almost inevitable unless preserved through a permanent agency, such as an archival division.

### D. Special Collections

Materials relating to the general history of the University, buildings and other property, plans and projects, gifts, including endowments. Archives include in any form, records and photographs, maps, "blue prints", or other material printed or otherwise duplicated.

In addition to the deposit of the above classes of material in archives at such time as the officer in charge determines, copies of archival materials, particularly printed or otherwise duplicated material, should be deposited in the archives division currently.

This announcement concerning archives of the University is primarily a statement of principles and policies. Detailed rules of procedure will be formulated at a later date. In view of inadequate facilities at the present time, material in current use, including material frequently placed in "transfer" files, should not be sent to the archives division; on the other hand, material ordinarily placed in "dead" files, or likely to be lost or destroyed, should be sent to the archives division if, in the opinion of the archives division, the material should be preserved.

All inquiries concerning archival material should be made to the archive's division of the General Library.

TBS/j

6/21/42

## ATHLETIC COMMITTEE

J. E. Miller, Chairman

Montana State University was able to carry on only a fraction of its intercollegiate sports program during the year 1944-45, despite the efforts of the Athletic Manager Mr. Badgley, and Coach Dahlberg, recently returned to the campus from service in the Army.

After a canvass of the situation in the fall it was decided that the manpower situation was such that it would be impossible to field a football team.

Later there was such a stirring of interest in basketball that a schedule was arranged and a fair squad assembled. After a successful early season performance, the better half of the squad enlisted in the Navy, others dropped out for one reason and another, until in some games the team representing the University was hastily completed from gym classes. In the fourteen years that your Chairman has held the position, he has never gone through a worse season in any sport from any point of view, always saving splendid cooperation from Coach Dahlberg. The only encouragement that the athletic staff received came from the women students, who on numerous occasions expressed gratitude for an entertainment that they could attend without escorts.

There was a great deal of agitation for varsity baseball in the spring quarter, but the staff decided not to undertake the development of a team because of the patent lack of material. The Chairman feels that one of the great mistakes of the University athletic program was the abandonment of baseball.

Montana shared in the proceeds of the Rose Bowl game this year. However, at the coming Conference meeting the Chairman will feel obliged to state that if Montana is the only institution in which intercollegiate athletics are not resumed next year, we will renounce our accustomed share of the Bowl receipts.

The Chairman feels that it is important that we find our niche in college athletics as soon as possible. He believes that the tendency for the Pacific Coast Conference to split into two divisions, separate except for championship play, is increasing in strength. He further believes that if this separation occurs, Montana's athletic place is in the Northern Division of the Pacific Coast Conference. If on the other hand the Conference continues as a unit with round robin schedules, then this institution should gravely consider withdrawal and attempt to find or create a new position for itself in the athletic world.



## COMMITTEE ON BUDGET AND POLICY

May 1944 to May 1945

G. S. Castle, Chairman

During the current year the Committee on Budget and Policy has discussed with the Administration and among themselves a number of problems. Many of these resulted in recommendations to the Administration or to the Faculty. Some of the discussions have continued but no recommendations have been made. In this report I shall tabulate the items discussed and the recommendations made where such recommendations were forthcoming.

I. At one of its meetings the committee considered the functions of the Budget and Policy Committee. The history of this Committee is such that no statement concerning functions had ever been made. It is the opinion of the Committee that the function of the Committee is "to make recommendations to the Administration on issues concerning University Policies, such issues may originate in (1) The Administration, (2) the Faculty, (3) the Budget and Policy Committee".

The Committee also discussed the matter of responsibility. Some feel its responsibility should be to the faculty although no general statement was made. It was the consensus of the group that matters originating with the faculty or from the committee could be reported to the faculty. Other items of business of a confidential nature brought before the Committee by the Administration should be considered as confidential by the members of the committee.

II. The Committee discussed the twelve month plan and the new contracts with the Administration and later on outlined and presented to the Faculty regulations governing the new contracts. These regulations were submitted to the Faculty and following their adoption by the Faculty, were presented to the Board. Later the revised regulations were brought before the Committee and further changes were made with the understanding that these should apply to the members of the Faculty of the Montana State University, and should be considered in the nature of a contract between the Administration and the Faculty.

III. The Committee discussed the Retirement Plan as it applies to the University staff and recommended to the Faculty that it adopt "three per cent payroll deduction plan" for the coming year.

IV. The question of Administrative Organization was brought to the Committee by the President and followed by several lengthy discussions. It was suggested that the President bring in a modified plan for University organization of administration. No recommendations with regard to the nature of such organization was made by this Committee.

V. The Committee recommended that:

1. ... Special Commemoration for VE Day be arranged.
2. The University not distribute certificates to the parents of students killed in the war and that no special ceremonies or parades be held with reference to the war dead.
3. Any action on a War Memorial be delayed until the end of this war.
4. No buildings on the Campus should be named for individuals at present.
5. There should be a clarification of policy in the nature of granting Veterans, and that this policy be made known to the Faculty.
6. Dr. J. J. Moore be awarded an honorary degree at the Commencement Exercises in the Spring of 1945.

VI. The Committee considered and made plans concerning a definition of functions for the various units of the University of Montana, but no formal action was necessary with regard to this matter.

VII. The Committee discussed certain aspects of budget and finance with the Administration.

VIII. The Committee considered the pre-nursing curriculum as offered at the University, and encouraged Dr. Setler to continue to strengthen his four year curriculum in the field.

### Calendar Committee

Mrs. Mary Elrod Ferguson, Chairman

The Calendar Committee attempts to avoid conflicts and confusion in the scheduling of social events on the campus by acting as a clearing house for student and faculty organizations. The committee meets at the beginning of each quarter, and all general University functions, ASWSU and Community Concert dates are listed before student organizations, sororities and fraternities are permitted to schedule their meetings, firesides, parties, etc. A calendar listing all functions scheduled in this way is kept up-to-date in the Dean of Women's Office. If all departments and organizations would check through this office and advise us promptly of all meetings of any nature, all serious conflicts could be avoided.

When social functions are scheduled, the social chairman of the group sponsoring the affair is required to turn in the names of the persons who will act as chaperons. A note is then sent notifying each chaperon of the personnel of the committee in charge of the function and the other chaperons to be present.

Since four of the men's fraternities have again become active this year, social events are beginning to resemble those of pre-war days more than they have for the past two years; however, in keeping with present world conditions, simplicity is still the keynote in planning social functions.

### CAMPUS DEVELOPMENT COMMITTEE

Professor J. W. Severy, Chairman

During the year 1944-1945 the committee recommended improvement to the campus roadways; the installation of a considerable amount of curbing; the planting of additional shrubs and trees around the chemistry-pharmacy and journalism buildings; the landscaping of the area between the forestry and journalism buildings. How far these recommendations will be carried out is dependent upon available labor and funds allocated for these purposes.

The committee is unwilling to recommend any major development work upon the campus until such time as the so-called Cass Gilbert Plan is considered by a reputable and experienced architect in the light of future building needs. Since efficiency in the use of building space seems to demand larger buildings than were considered in developing the spatial relations of the Cass Gilbert Plan; either that plan should be modified or a new plan developed before additional buildings are erected. At the same time a general plan for the campus planting should be laid out by a qualified landscape architect in conjunction with the building plan. The campus development committee would then follow such a plan in the future development of the campus.

As has been pointed out in previous reports the initial cost of development is a comparative minor item as compared to the future cost of maintenance. During the time of "Tight budgets", and most of our budgets have been of this type, the usual practice has been to cut the budget for the physical plant "to the bone" in order to protect salaries of the teaching staff. During the days of WPA the University could have developed much more of the campus than it did. The administration must recognize that any extensive development of the campus entails commensurate increased annual budget allocations for maintenance.

Various types of memorials for university students and alumni, who died in World War II, have been tentatively discussed by various groups. Some groups have suggested a "living memorial" of trees, either in a grove planting or in the form of a memorial row, such as that developed for the dead of World War I. Some time in the near future a decision of the type of memorial for World War II dead will have to be made.

The elms on either side of the campus oval road will eventually have to be replaced. With so much surface for root feeding covered by impervious asphalt and concrete, it is impossible to give the elms enough water in this climate with its high evaporation rate to give the elms a normal healthy growth. The campus development committee suggests that either the red oak or the bur oak should be planted about 15' inside of the roadway as to eventually replace the elms as they pass out of the picture.

MONTANA STATE UNIVERSITY  
MISSOULA

Certified Public Accountancy Committee

Deen R. C. Line, Chairman

The function of this committee is to certify candidates to the examining board so that they may be admitted to the examination, to collect fees from the holder of C.P.A. certificates, and to issue the certificate. During the past year we have certified and issued certificates to five persons. Four of them received their certificate by examination and one under the Reciprocity Clause.

This year the \$5.00 fee was collected from holders of certificates. With this money we are publishing a directory of certificate holders in the state.

COMMENCEMENT COMMITTEE  
E. A. Atkinson, Chairman

The University Commencement exercises and related functions were held June 1 to June 4, 1945 following the same general pattern and procedures as in previous years.

Copies of programs are on file in the President's Office.

No changes are suggested for next year. The budget for next years miscellaneous expenses for flowers, dinner, etc. should not in any event be decreased since it is already at a minimum.

REPORT OF THE BOARD OF DIRECTORS

May 1, 1934, Chicago, Illinois

The Chicago Cooperative Laundry, Limited, composed of Miss A. B. Clark, Miss M. B. Clark, and myself, have failed to keep in touch with the girls' cooperative during the year, as I have after proper request by the girls' cooperative, and as a consequence none of the problems involved in the failure of cooperation on the campus.

When the girls joined the United Laundry they left their blankets in the house where they lived. In February of this year most of this furniture was moved over to the girls' cooperative. Although the furniture remains will be taken care of soon, Mr. Parker has been very helpful in the disposition of the girls' property.

At the end of the school year, 1933-34, the sum of \$125.00 was turned over to Miss Clark by the manager of the Chicago Cooperative Laundry, the manager of the girls' cooperative, and the manager of the students' buying club. On May 1, 1934, arrangements were made with Mr. Parker that this sum of money be kept on deposit by the University and subject to withdrawal only in accordance with procedures agreed upon at the May 1 meeting.

Also, the new bylaws of the Laundry, as of May 1, 1934, and the agreement between the laundry and the girls' cooperative, the laundry property was discussed as a possible holding fund for the girls' cooperative. The girls' cooperative was then informed that the property was not available for their use.

~~CONFIDENTIAL~~  
~~CONFIDENTIAL~~  
CONFIDENTIAL

This committee has regularly scheduled meetings twice monthly. The chief function is to act in an advisory capacity to Miss Butterville. We have also discussed counseling and guidance plans used in other institutions. Miss Butterville makes her own report as counselor and will sometimes report her estimate of the value of this committee.



## THE CURRICULUM COMMITTEE

Professor R. H. Jesse, Chairman

The Curriculum Committee has concerned itself for the past two years mainly with what might be called "routine" changes in the curriculum. It has, frankly, been marking time awaiting the report of a specially appointed Curriculum Committee, which has now been deliberating for some thirty months.

A detailed report of those routine changes as recommended by the Committee and adopted by the faculty is attached. The following points may be commented on:

(a) The increase in time allotted in the Department of Economics and Sociology to the courses in Taxation and Public Finance, and in Labor Economics.

(b) The proposal to give in our regular sessions some of the work in very recent history, both American and European, which has heretofore been offered in the summer quarter.

(c) Some rearrangement of the courses in Journalism, and the addition of new courses in the Law of Journalism and in the History of Journalism.

(d) The addition of two alternating semi-graduate courses in the Department of Modern Language, The Picaresque Novel and Nineteenth Century Spanish Drama.

(e) Upon Mr. Baty's return, the School of Religion revamped entirely its offerings in Religion. These new courses were given during the present year, apparently with a good success.

The faculty referred to the Curriculum Committee during the year the proposal of the Special Curriculum Committee for an experimental plan of teaching a combined course of communications, social sciences and humanities. By a very narrow margin, the Curriculum Committee brought in for the year 1945-46 an adverse report. This adverse report was ratified by the faculty by an overwhelming vote.

April 11, 1945

To Members of the Faculty:

The sub-committee of the Curriculum Committee met on April 4 to consider the proposed catalog changes for the coming year, and to make recommendations to the Curriculum Committee.

The Curriculum Committee met on April 6 and recommends to the faculty the changes indicated on the attached sheets.

These recommendations will be presented to the faculty at the meeting on Monday, April 16. PLEASE BRING THESE SHEETS WITH YOU TO THE MEETING.

R. H. JESSE, Chairman  
Curriculum Committee

The following changes, recommended to the Curriculum Committee by the various divisions, departments, and schools for the catalog for 1944-45 with announcements for 1945-46, were approved by the Committee and are presented to the faculty as a seconded motion:

For inclusion on page 46, under information on "Course Numbering System" the statement "Courses numbered from 1 to 99 are offered for undergraduate credit only; those numbered from 100 to 199 are offered for credit to undergraduates of junior and senior standing and to graduates; those numbered from 200 to 299 are offered for graduate credit only."

(Statement now carried reads "Courses numbered from 1 to 99 are offered to undergraduates only; those numbered from 100 to 199 are offered to both undergraduates and graduates; those numbered from 200 to 299 are offered to graduates only.")

For inclusion under general information regarding Graduate Work "Students who begin work for a Master's degree are expected to complete the various requirements within a period of six years. If the degree requirements are not completed within six years from the date of the first graduate work, those credits shall be outlawed and may not be applied on the degree."

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The reinstating of the Bachelor of Arts Degree with a major in Biology, which was dropped several years ago when the departments of Bacteriology and Zoology were separated. The requirements for this major are set up primarily to prepare students who wish to teach biology in the secondary schools.

Major Requirements: A minimum of 45 credits including Bacteriology 19; Botany 11ab, 12, 126; Zoology 11ab, 12 (3 cr.), 24, 129 (2 cr.).

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#### DEPARTMENTS AND SCHOOLS

##### Botany

- p. 54. 126, Evolution. Prerequisite changed from Zoology 125 to "Botany 11ab, 12 and Zoology 11ab and 12."

##### Business Administration

- p. 58. 10, Introduction to Business and 15, Office Management "Open to two-year secretarial students" inserted for both courses.  
52, Salesmanship. "Prerequisite, sophomore standing" inserted.  
p. 59. 191, Business Administration Seminar. 1 Q. "Any Q." inserted.

##### Classical Languages

- p. 62. Courses 101, Pliny and Martial and 107, Horace, changed back to 17ab, making them lower division courses.

##### Economics and Sociology

- p. 65. Former course 104, Taxation and Public Finance to be changed to 104ab, 2 Q., 4 cr. each Qtr. To be given in alternate years, 104a in 1945-46; 104b in 1946-47. 113, Labor Economics to be changed to 113ab, 2 Q., 3 cr. each Qtr. To be given in alternate years, 113a in 1945-46; 113b in 1946-47.  
p. 66. Economics 190, "course 118" deleted from prerequisite.



### Education

- p. 70. 18, Principles of Education, 19, Educational Psychology, 22, The High School. Numbers changed to:  
25a, Educational Psychology. 1 Q. Autumn. Spring. 4 cr. Prerequisite, junior standing and Psychology 11; sophomores may enroll in their third quarter.  
25b, Principles of Education. 1 Q. Autumn. Spring. 4 cr. Prerequisite, junior standing and Psychology 11; Education 19 (or 25a) recommended.  
25c, Secondary School Teaching Procedures. 1 Q. Winter. Spring. 4 cr. Prerequisite, junior standing and Education 18 and 19 (or 25ab).  
66, History of American Education changed to 166, History of Education.  
p. 71. 152, Educational Measurements. To be given Spring Qtr. (was Winter).

### English

- p. 73. 30ab, Composition. 30a is to be offered both Autumn and Winter Qtrs.

### Geology

- p. 91. 10, World Geography. To be given Autumn and Winter Qtrs. (Formerly given Spring also.)

### History & Political Science

- p. 95. 30ab, Europe in the 19th Century. "Students may enter either quarter" inserted.  
114ab, Russia and the Near East. "Not given 1945-46." inserted.  
131, Recent American History. 1 Q. Spring. 4 cr. and 132, Contemporary European History. 1 Q. Winter. 4 cr. (both summer courses) to be given during regular year.  
p. 97. 120, American Foreign Relations. To be given Winter Qtr. (was Autumn).

### Home Economics

- p. 98. 24, Elementary Foods and Nutrition. Deleted from course offering.

### Journalism

- p. 102. 23abc, Rural Journalism to be changed to 23ab, 2 cr. (was 3). Autumn and Winter.  
24, Newspaper Management. 1 Q. Spring. 3 cr. To replace 55, 9 cr.  
35, Journalistic Specialties. 1 Q. Autumn. 3 cr. (was formerly 35abc, Journalistic Specialties for Women. 9 cr.)  
37, Law of Journalism. 1 Q. Winter. 3 cr. New course; heretofore partially covered in 30abc.  
49, History of Journalism. 1 Q. Spring. 3 cr. New course; heretofore partially covered in 10abc.

### Law

- p. 104 Admission requirements rewritten to show adjustments made for veterans, giving credit for Military Service, study while in the armed forces, and specialized training programs.  
p. 105. Agency and Partnership. 3 Qtr. 3 cr. each Qtr. (Was Agency. 2 cr. each Qtr.) Corporations. 3 Qtr. 2 cr. each Qtr. These two courses are a rearrangement of subject matter formerly taken up in Business Organizations.  
p. 106. Business Organizations, Insurance, Mortgages taken out of offerings for academic year (to be given in summer session).

### Modern Languages

- p. 113, 114, 115. French, German and Spanish  
117, Grammar, Composition, Conversation. Number changed to 17. Spanish 17 to be given Winter and Spring Qtrs. (was Autumn and Winter).  
118, (Spanish) changed to 18. To be given Autumn Qtr. (was Winter).  
p. 118. 131, Commerical Spanish. To be given Spring Qtr. (was Winter).

Pharmacy

- p. 129. 22, Name of course changed to "Pharmaceutical Analysis" (was Drug Analysis).  
23abc, Materia Medica deleted from offerings.  
40, Name of course changed to "History of Pharmacy" (was Evolution of Pharmacy).  
65, Advanced Analysis. Course number changed to 165.

Physical Education

- p. 130. Courses deleted from offerings; some of materials incorporated in 32 and 137:  
139, Laws of Growth and Development  
146, Massage  
202, Health Education  
New course: 153, Health Education. 1 Q. Spring. 4 cr.

Psychology

- p. 135. 14, Social Psychology. To be given Autumn Qtr. (was Winter).  
19, Educational Psychology. Number changed to 25a (see School of Education).  
p. 136. 104, Systematic Psychology. To be given Winter Qtr. (was Autumn).

Courses presented to Chairman of the Committee for approval during the year:

Mathematics

- A, Elementary Algebra. 1 Q. Spring. 0 credit.

Modern Languages

- 122, The Picaresque Novel. 1 Q. Spring. 3 cr.  
124, 19th Century Spanish Drama. 1 Q. Spring. 3 cr. These two courses will be given in alternate years.

Music

- 12abc, Voice in Class. 3 Q. 1 cr each Qtr.

Religion

- 20R, Basic Values in Religion. 1 Q. Any Qtr. 5 cr.

Zoology

- 12, Field Zoology. 1 Q. Spring. 2-3 cr.

Courses presented to the Chairman of the Committee for approval for the coming Summer Session:

Education

- S175, Education and the Contemporary Scene. 3 cr.

History

- S125, Economic History of the U.S. 4 cr.

Law

- Domestic Relations. 3 cr.  
Labor Law. 4 cr.

Physical Education

- S153, Health Education. 4 cr.



### THE DEANS' CONFERENCE

Professor R. H. Jesse, Chairman

The Conference has continued its scrutiny of the scholarship records of the students of the University, particularly of those whose performance is unsatisfactory. The Conference works not only with the student directly, but also through the medium of his instructors, adviser and parents. All of its official warnings and advice are transmitted by letter to all these persons and are also entered upon the student's permanent record card. Records of any actions which result in the severance of a student's relation with the University have been also filed in the President's Office and in the office of the Executive Secretary in Helena.

The Deans' Conference is also charged with the selection of the recipients of State University Scholarships. For the year 1944-45 the following were selected:

Bellefleur, Flora Mae  
Brachman, Verna L.  
Dillavou, Harriet  
Gerhardt, Margaret S.  
Headley, Marion A.  
Hoffman, Bernard  
Kula, Joan Mary  
Lacklen, Marian Avis  
Lampi, Leona L.

LeValley, Mary Dana  
Ormer, Marjorie E.  
Powell, Marjorie Jean  
Ragan, Agnes Antonia  
Reinertson, Janet Claire  
Rotering, Elizabeth Ann  
Sikonia, Virginia R.  
Thrallkill, Margaret Ann  
Wedum, Lillian Marie

At the same meeting the following students were selected as alternates:

Ferris, Leah Virginia  
Kirkpatrick, Shirley Ann  
MacKenzie, Louise  
Olcott, Ruth Marie

Perry, Patricia  
Sanders, Lois C.  
Willis, Georgie K.

The Deans' Conference has been called into consultation twice this year in the awarding of the Elks' Scholarships, one of which for \$250 was awarded to Miss Phyllis Ann Biddle, and another of \$150 to Miss Margaret Jean Bessire.

DEFENSE ACTIVITIES

T. C. Swearingen, Chairman

Members - Campbell, Freeman, Swearingen

This committee concerned itself mainly with paper salvage. We believe the University did a very good job of paper salvage this year. The Library and other departments saved all of their old books. Boxes for collecting miscellaneous paper were placed in some buildings and in the larger offices, and the faculty and staff placed most of their pamphlets and other waste paper in these boxes. Such paper was tied in bundles and, together with the books, delivered to the Library. When a truck load was collected, the paper was taken to the Missoula County Salvage Board's warehouse. We delivered an average of a truck load of paper of this kind every ten days. The paper towels from the washrooms were saved and these were also taken to the Salvage Board, where they were baled and disposed of. Your chairman is also a member of the Missoula County War Salvage Board, so we were able to co-ordinate this work.

The University furnished a truck and driver when the Salvage Board made their monthly collections of paper and other salvage. We also furnished a truck the evening the Salvage Board shipped the clothing collected for the United Nations Clothing Relief Fund.

The Defense Committee continued to lend their interest to the Faculty War Gardens, and the plots provided for gardens west of New Hall are again completely planted by the faculty.

We are very happy that it was not necessary to make any plans or spend any time on actual war defense. We believe that we took care of the University war problems which would logically come to the attention of this committee.

EXTENSION AND PUBLIC SERVICE COMMITTEE

B. A. Atkinson, Chairman

This committee met only twice. Once to meet a representative of the American Broadcasting Association in regard to public cooperation between the University and Broadcasters.

From this meeting came the offer of K.G.V.O. to record university hour programs and distribute them to other stations in the State without charge to the university. This has been done during the past year but has been discontinued for the summer since the university no longer has a staff to prepare the program for the university hour.

The other time the committee met was to consider publication of the "Summer School Sun" and "Departmental News Letters".

It is recommended that either this committee or the committee on new students be discontinued since any action of the committee on new students which requires printing would involve the committee on extension and public service. In order to keep these two committees from running into each other too much both committees met as little as possible during the year.



FACULTY AFFAIRS COMMITTEE

Professor Louise G. Arnoldson, Chairman

Cash on hand, September 27, 1944.....	\$ 20.78
Dues paid, Sept. 27, 1944 to May 28, 1945.....	<u>94.00</u>
	\$114.78
Expenditures.....	\$ 49.50
Flowers: November, 1944.....	\$ 6.50
January, 1945.....	8.00
February, 1945.....	29.00
Resolutions: April, 1945.....	<u>6.00</u>
	\$49.50.....
Balance	\$ 65.28

N.B. I am happy to report that about 95% of dues have been paid.

### FRESHMAN WEEK COMMITTEE

Professor R. H. Jesse, Chairman

During the spring quarter the chairmanship of the Freshman Week Committee was transferred to the newly appointed Registrar, Mr. Marble. A considerable discussion of the function of Freshman Week took place this spring between the Freshman Week Committee, the faculty committee on New Students and High School Relations, and a committee of students. The schedule of Freshman Week for September, 1945, is still in the making. This much is certain, however, that there will be some experimentation with the counseling of freshmen by upperclass student counselors.

HEALTH COMMITTEE  
HEALTH SERVICE

Professor D. M. Hetler, Chairman

The Health Service was moved to the old presidents' house from the basement of Main Hall during the Christmas holidays. This has been shown to be a good move by the response of the students and others. This move also gave the health service the opportunity to establish an infirmary in the second floor of the building. This infirmary proved to be very necessary on several occasions.

Conversations were held with a number of the local doctors, who expressed the opinion that in their judgment the health service had been administered very successfully by Mrs. La Porte and her assistants.

A summation of the activities of the Health Service gives the following information:

Office calls	1821
Hospitalizations	40
Total Days "	241
Home calls	172
Patients sent to	
City Doctors	337
Isolations (Mostly	
in infirmary)	11
Physical examinations	
for Teachers' Certi-	
ficates by City Drs.	14
Positive mastoix	32

All were X-rayed and only one suspicious case detected which was placed under care of County Health Office.

### INTERSCHOLASTIC COMMITTEE

Professor J. W. Howard, Chairman

No Interscholastic was held in 1945. Our application to O.D.T. to hold the meet met with disapproval of all the non-athletic features, namely debate, declamation and little theatre over which they had jurisdiction. Since the committee did not feel it wise to hold a strictly athletic Interscholastic, they voted not to hold the meet. Later, however, the Missoula Junior and Senior Chambers of Commerce sponsored an all-state high school track and field meet on Dornblaser Field. The University's only part in this was to allow the use of its field and accompanying equipment.

As to needs and important problems of Interscholastic. The tremendous amount of work necessary to make the meet successful does not seem to be appreciated either by the public or by other members of the faculty not on the committee. The committee members have always carried out their parts willingly and efficiently.

Our chief worry is financial. While we do not guarantee it, we have always paid the railroad fare and some lodging allowance to two people from each high school in the state. This runs into real money. Since the committee has always paid this amount, to fail to do it would be regarded as a financial failure for the meet. Many small high schools would not participate if it were not for this allowance. The Chamber-sponsored meet this year made no guarantees and only had 39 schools entering. Normally we have 95 to 100 schools in the track and field events. While the University regards this meet as one of their big recruiting agencies, it gives it very feeble financial backing. We have even had to pay the Student Union business office to do our bookkeeping. At one time we got as much as \$1200 from the University. Now they probably do not spend over \$100 for a bulletin, postage, and stenographic help.

## INTERSCHOLASTIC COMMITTEE

-2-

Since the weather conditions may greatly effect the "gate" at the various events, a pre-sale of season tickets is necessary. This has always been put on by downtown business men. Some difficulty has been met at times in getting this aid from them. It has been suggested to the chairman that it would be better for the University to underwrite the meet and be independent of this aid. It is worth considering.

Despite the fact that school is dismissed and faculty members are paid for this time, a number of them refuse to take on any of the necessary extra jobs in connection with the meet. The idea seems to be that this is "Joe's job." Some faculty members definitely plan field trips to take them and their students away from the campus. At future meets the chairman plans to ask the cooperation of the President to help remedy this situation.

It should be recalled in closing that this meet has been run for 39 years and is one of our oldest traditions. The high school students like it and feel it is one of the big events of the school year.

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## UNIVERSITY KINDERGARTEN AND NURSERY SCHOOL COMMITTEE

Professor Walter A. Anderson, Chairman

The University Kindergarten and Nursery School continued to improve during 1944-45. It now compares favorably with schools for young children operated in the better universities and colleges. In addition to providing a good pre-school program for children of the Missoula community, it serves as a demonstration and practice center for students enrolled in the Department of Home Economics, the Department of Economics and Sociology, the School of Education, and in other divisions of the University.

The faculty committee which directs the operation of the school is made up of Professor Helen Gleason of the Department of Home Economics, Dr. Catherine Nutterville of the Department of Economics and Sociology, and Dean Walter A. Anderson of the School of Education. This committee together with elected parent representatives constitutes the University Nursery School Board. This Board plans for the operation of the school including parent participation and educational policies.

### The Staff

The teaching staff is made up of three full-time teachers and a part-time assistant. The head teacher, Mrs. Jessie Perkins, is responsible for the administration of the school program. She is a University appointee with the major part of her salary being paid from University funds. University salary was supplemented by monthly payments of \$25.00 from the Parents Fund, which made her total salary \$1500.00 for the year. Mrs. Geraldine Braden acted as teacher of the kindergarten group and as assistant teacher in the nursery school. As a University appointee, her salary of \$1100.00 was paid from University funds. Mrs. Harriet Flaccus served as assistant teacher and was paid from Parent Funds. Also, the part-time assistant was paid from Parent Funds, as was the housekeeper who prepares meals and lunches.

### The Children

The School has a total of sixty children; thirty in the all-day nursery school and thirty in the afternoon kindergarten. The maximum enrollment is constantly maintained and there is a lengthy waiting list. The Nursery School served fifty-two different children during the year: seven dropped out for health reasons; seven moved out of town; five were promoted to kindergarten; and three dropped out for other

reasons. Thirty of the fifty-two children, of course, were enrolled at the end of the year. Of these thirty, seventeen attended throughout the year. Twenty-eight of the fifty-two children had fathers in the Armed Forces; fifteen had working mothers; and three had mothers attending the University. Most of the children come from middle-class and well-to-do homes. The school gave two scholarships to underprivileged children. All Nursery School children were given the Stanford-Binet Intelligence Test as one measure of their development.

The Kindergarten served thirty-eight different children during the year. Five moved out of town; one moved out of the transportation area; and two dropped out because of illness. Seven fathers of Kindergarten children are in the Armed Forces. All children were given intelligence and readiness tests in order to predict success in first grade.

#### The Program

The educational program of the school is concerned with the all-around development of the child - physical, social, emotional, and mental. Effort is made to give guidance to the individual pupil and to cooperate with the parents in health, educational, and child development matters. The Kindergarten, this year, made specific efforts to prepare children for entrance into Missoula first grades.

#### Financing the School

The school is financed jointly by the University and the parents. The University pays most of the salary of two teachers, provides the housing and maintenance, and the truck for transportation. Through a monthly fee payment, the parents provide funds for assistant teachers' salaries, housekeeper, drivers and bus riders, and needed supplies and equipment. Monthly fee payments were \$10.00 for the Nursery School; \$5.00 for the Kindergarten; and \$2.00 for transportation, if that was desired. Parents funds are deposited and disbursed through the Student Union office on order of the Committee Chairman.

#### Recommendations

1. Continue the University school as a community service and as a demonstration of pre-school education. Observation and practice in this school is essential for home economics majors, prospective social workers, and teachers.

2. Develop the teacher education functions of the school. With the extension of the pre-school movement during the war and the prospect of expansion in the postwar period, Montana

State University should consider the possibility of providing preparation for kindergarten and nursery school teachers with the University School as a training center.

3. Increase the salaries of teachers paid by the University until they are at a professional level. For example, Mrs. Perkins will receive a total of \$1650 in 1945-46 -- \$1500 of this is paid by the University. She is an experienced teacher but at present is receiving a salary which is no better than that of a beginning teacher in Montana public schools. We hold her because her home is in Missoula. The other teachers have been wives of Conscientious Objectors who are "Smoke Jumpers" in the U.S. Forest Service. They are fine girls with good training. The University School is benefiting from their services because they wish to be near their husbands rather than because we pay them professional salaries. In the open market we would be totally unable to staff the School with qualified teachers at the salaries we are able to pay. Furthermore, we are unable to attract highly trained pre-school workers.

4. Continue the present University School Committee of three members. While there has been some differences of opinion in the Committee due to unfortunate experiences in the previous years, the difficulties are being eliminated. It seems desirable that the chairmanship should be assigned to the Dean of the School of Education as at present, if the school is to continue as a University enterprise rather than as an adjunct to the Department of Home Economics, as was the case in early years of the School's history.

5. Continued effort should be made to improve parent-teacher relationships. Misunderstandings occasionally have occurred due largely to lack of close contact with each other and ineptness in public relations.

6. Toilet and washroom facilities should be provided at the earliest possible moment for the kindergarten group. At present, one toilet is serving thirty children. Also, lighting fixtures should be installed in the kindergarten room as soon as they are available; and efforts should be made to improve heating and ventilation.

7. A University School Advisory Committee should be established to meet with the regularly appointed faculty Committee from time to time and to advise on educational uses of the School. Representatives should be included from the School of Music, Department of Psychology, Department of English, Department of Physical Education, and possibly others. The regularly established faculty Committee could take the initiative in setting up such an Advisory Committee.



ANNUAL REPORT OF THE BOARD OF REGENTS

C. D. MILLER

A. Establishment and Function.

This committee was set up this year for the first time as a regular faculty committee for the prime purpose of giving high school students better opportunities of getting acquainted with the university.

B. Personnel.

The membership consists of: Anderson, Amstutz (Sec.), Atkinson, Sue, Cappelletti, Ferguson, Howard (Jr.), Miller, Burnsville, Shallenburger (Ch.), Snider, and Wilson.

C. Business Transacted.

- 1.) The committee expressed itself favorably to the proposal to hold the annual Montana Interscholastic Track Meet this spring. This action was taken before C.D.B. tightened up on travel restrictions.
- 2.) The committee considered the proposal to have the university make a motion picture film showing the various activities of the university that might be exhibited in the high schools of the state, before alumni group meetings and on other occasions. The committee was impressed with the possibilities that could be obtained with a motion picture film but thought several other needs should be met first.
- 3.) During this spring quarter, several members of the committee have collaborated with an enterprising group of students to arrange for: a) several of our students to visit some of the near-by high schools to talk in some cases to the assemblies and to interview individual students, and b) student groups from nearby high schools to visit our campus and look the university over.

D. Recommendations.

The committee believes that active measures should be taken to make high school students and their parents conscious of the fact that the university is a first class institution that can serve a wide range of needs. Active measures such as:

- 1.) Providing speakers for high school assemblies.
- 2.) A high school teacher counseling program.
- 3.) An organization to give high school seniors vocation screening tests.

- 4.) The organization of a group of our students who could visit various high schools of the state and talk with the students of those high schools. They might provide entertainment in the way of talks and musical programs.
- 5.) An active program of faculty visitation to high schools with the aim in mind of letting the high school people know that we have something good for them at the university. This program might be combined with a similar activity carried on by the students. It should be started in the autumn and continue throughout the year and should cover the whole state. (note: I don't remember that the committee actually discussed this point as it is stated here but I know several individual members in private conversation favored it, and it is my personal opinion that the committee as a whole would approve it.)
- 6.) Effort should be made to improve interscholastic, particularly with reference to providing an opportunity for our visitors to see more of the university--its academic side.
- 7.) Make a good motion picture of student life on our campus.

May 23, 1946

UNIVERSITY OF MICHIGAN

C. W. Bessie, Chairman

The Committee was composed of substantially the same membership as in the preceding school year. There was, however, a fall in its activities following an announcement by the president that funds would not be available for a remodeling or other work since the Attorney General had ruled that University funds could not be used for such purposes.

In August, however, the sub-committee and the full committee had meetings to consider the problem of housing various departments during the period prior to the completion of new buildings. One of these meetings was attended by the president. Heads of the various departments met separately in regard to possible changes. At the conclusion of these meetings the committee recommended that the science hall be temporarily repaired to house the Department of Geology and the Museum of Zoology on the first floor, and the Department of Modern Languages on the second; that Business Administration be moved to Craig Hall and certain changes be made affecting the use of that hall by the School of Law, Department of Psychology and Sociology, the Business and Economics Offices, Clerical Service, and Extension Service. Various other minor changes were recommended.

In November 1933, November 27th, and December 1st following a report from the president that there was a possible prospect for legislative appropriations for architectural work, the full committee resumed meetings to give various department heads an opportunity to present their needs and plans as to the new buildings.

On November 27th, at the President's request, a meeting was called to

diverge with building construction the State Board of Education should be asked to request the legislature to authorize.

The Committee met again on the morning and on the afternoon of January 4th, at the President's request and on his report that the governor had reported sketches and plans for buildings. The President attended these meetings. The Committee, after calling attention to the fact that it had not given adequate consideration to the needs of various departments, and with the understanding that there was nothing binding on the University, agreed that architect's sketches be prepared for four buildings, a classroom building to house Education and Social Sciences, a Business Administration building to house Business Administration, Education, and Home Economics, a Women's Physical Education Building, and a Forestry Building. Certain architects were suggested for the buildings. The plans were prepared by the architects in consultation with Van Hooking and one or two persons particularly interested in each building. The prepared plans, or sketches, were shown to the full committee at a meeting on the 11th of January. It was there agreed that these plans were purely tentative, that the Committee did not approve nor disapprove them, and that they were not to be binding on the University.

The Committee did not meet again until March 22nd which was after the legislature had adjourned. At that meeting the President explained that the plans had not been used. He requested that further study of building needs be made. The full committee appointed a sub-committee to proceed with a study of the needs of various departments, schools, and services, and to report back to the full committee.

The sub-committee is at the present proceeding in accordance with the instructions.

## PUBLIC EXERCISES COMMITTEE

Professor Edmund Freeman, Chairman

The Public Exercises feels that it has had a successful year. Convocations have been presented practically every Friday of the school year and have been well attended by both students and faculty. Many expressions of satisfaction with the programs have come to the committee. Several innovations have been made and give promise for the future.

\$200 of a budget of \$250 for speakers and entertainment has been spent, for four speakers. Eleven other speakers have come to us from propaganda agencies which make no charge for their services. These agencies and free individuals are probably a permanent source of good speakers, but \$250 is a far too small amount for the committee to have to develop its program. In years past the committee has had several times its present budget. We will have to pass many fine opportunities until such a budget is restored.

One of the things the committee would like to promote is the visit to the campus of notable men for a week's stay, during which time they would appear before various campus and town groups as well as before the convocation. It is probable that some financial cooperation from groups in town could be found for this kind of program, once the University can afford several hundred dollars for its development.

We believe that the student entertainment programs have been of extra good quality and of great benefit this year. Miss Bette Kennett, Student Chairman, and Miss Pauline Schneider have been largely responsible for this success.

Probably the most significant development of the year has been the appearance of students in programs of serious discussion. These several events, we have reason to know, have pleased both students and faculty. These programs can be richly developed in two directions: student discussion of educational patterns and problems on the campus, and student discussion of state and national problems.

Another thing which the committee wishes to promote is the greater participation by the officials of the University in the convocations. We do not know just how this should be done; we welcome any suggestions from the faculty and administration. We do not wish the convocation hour or any part of it to become a routine or perfunctory business of putting out general announcements, but we would like to see it used more often to communicate to the student body the problems and policy and philosophy of the institution.

To maintain the gains of the year and to develop our program it is almost imperative that more time be allowed from regular teaching to the faculty member in charge of this work, or that a graduate assistant be appointed to assume the main part of the program development, after the committee has determined its general direction. To conduct such a program as we have had this year even, uses probably one-fourth of an instructor's time, which means practically all the time that he ought to have for personal study and research or writing. Perhaps the committee can be used to more advantage than it has this year, but the main task will always have to be done by one person. Faculty members on the committee have been Mr. Bue, Mrs. Wilson, Mr. Brownell, Mr. Hearn, Miss Rummel, and Mr. Freeman, and Mr. Lester.

## COMMITTEE ON RESEARCH AND GRADUATE STUDY

Professor Charles W. Waters, Chairman

The Committee on Research and Graduate Study consisting of the following members: Anderson, Browman, Brownell, Clark, Ely, Hetler, Jeppesen, Waters (Chairman) and Wilhelm, has held regular meetings on the first and third Mondays of each month.

Since this Committee has assumed the function of both the Graduate Committee and the Committee on Research, matters pertaining both to staff research and the Graduate School have been considered.

Among the more important matters considered and passed by the Committee during the past year are:

A recommendation was made to the faculty through the Curriculum Committee that courses numbered 100 to 199 be offered for credit to undergraduates of junior and senior standing only. This amends the present catalog statement.

The Committee further recommended that students who begin work for a Master's Degree are expected to complete the various requirements within a period of six years. Failure to do this will outlaw the credits. Both were passed.

The Committee's recommendations to the faculty that the University participate experimentally for at least two years in the Graduate Record Examination sponsored by the Carnegie Foundation was also acted upon favorably.

A request by the Committee that the administration allocate a definite fund from legislative appropriations for staff research was not granted. The administration pointed out that with the present tight budget requests for research assistance by faculty members must be considered individually, and if funds are available assistance will be given.

On May 21, a meeting of the Committee was held with the President, Vice President, Business Manager, divisional chairmen and deans of schools to consider the possibility of stimulating faculty research and student graduate work by offering graduate assistantships and fellowships to outstanding graduate students. After an extended discussion, the sense of the meeting was expressed by an approved motion that graduate and research work at the University as well as the re-establishment of graduate assistantships should be continued and improved.

It is the sober conviction of the Chairman, and he believes that the majority of the Committee, if not all, concur in this, that Montana State University is gradually losing ground in those phases of University activity which pertain to research and graduate study.

The Chairman has undertaken a study of eleven state universities in the West, most of them comparable in size to Montana State University. Preliminary results of this study indicate that Montana State University ranks very low in the amount of financial support given the Graduate School. One indication is the number of graduate assistants and fellows provided. The average for each of the other schools is 18; for Montana it is three.

If Montana State University is to maintain her standards as a state university and compete successfully with other institutions for high quality faculty and students, more attention and support must be given to research and graduate work.

As a partial means toward the creation of conditions which will be favorable and encouraging for research endeavor, both among the faculty and the graduate students of the University, it is suggested that:

1. Encouragement and assistance, both in the way of time and finances should be supplied to staff members who desire to do research work but who are unable to accomplish much because of heavy teaching loads.
2. For members of the staff, who, in spite of heavy class and administrative obligations, are maintaining a high level of research productivity, special efforts should be made to lighten their teaching and committee loads and to provide them with all possible financial assistance.
3. To provide for the above, special funds for research should be requested from the Legislature.
4. An effort might be made to canvass all research projects now in progress, as well as those contemplated, with the view of qualifying for possible Federal aid grants after the war. (There is some evidence that Federal aid to universities after the war is being contemplated.
5. In order that the University may attract capable and qualified graduate students, as well as offer inducements to the better undergraduate students to remain on for graduate study:
  - a. The Legislature should be asked for a separate appropriation each biennium to provide for graduate fellowships and assistantships.



- b. A recommendation should be made to the proper authorities to waive the out-of-state tuition fee for those graduate students who show high scholastic ability and who have qualified as applicants for an advanced degree.
6. An effort should be made to convince those who believe that this University is a "teaching institution only," that, in order for a university to exist in fact as well as in name, there must be maintained a proper balance between research and teaching.

## COMMITTEE ON RETIREMENT AND INSURANCE

Professor W. R. Ames, Chairman

Much progress has been made during the past year in regard to "Retirement and Insurance". This committee has cooperated with the similar committee of the Montana Education Association and other interested groups of teachers. Two meetings were held during the legislative session with the purpose of acquainting the teachers and interested citizens with the progress on retirement legislation as well as other financial plans.

For the first time since a retirement system was inaugurated in Montana, the retired teachers will receive the amount of retirement salary that the law provides. This is due to the change in the method of financing the state's contribution to a direct participation by employers - state, county, and district.

Much time and effort have been spent investigating the status of contracts with the group insurance companies to be sure that all participants were getting a fair adjustment in cases of sickness and accident. Through a change in local representation of one of the group insurance companies, several hours were necessary to be sure every faculty member was familiar with the offerings of the participating companies.

In addition, a campaign was put on to acquaint the faculty members with the new contract of the Blue Cross Hospitalization plan. No pressure of any sort was used, but the committee has acted on the assumption that the work was well done when the members were familiar with the existing offerings. Most of the faculty are now covered either by accident or sickness insurance or hospitalization rights or both.

#### SCHEDULE COMMITTEE

Associate Professor L. G. Browman, Chairman

The Schedule Committee has carried on its customary routine work, consisting of (1) preparation of schedules for every quarter of the year. In addition to the tentative time schedules, corrected time schedules are prepared just before each quarter, and changes which may appear during registration are approved by the committee. (2) General supervision of quarterly final examinations, preparation of time and room schedules, assignment of supervisors, and approval of all departures from the mimeographed final examination schedule. (3) General supervision of sectionizing during registration. (4) Assignment of offices for teaching staff. (5) Made recommendations to the President's office regarding certain administrative office and other room assignments. In all the work mentioned above the Registrar's Office and the Schedule Committee have functioned in close harmony and co-operation.

The Schedule Committee has worked in close co-operation with the co-ordinator's office of the A.S.T.E.P. regarding assignment of classroom, laboratory, and other use of buildings. The two programs have been carried on simultaneously with only occasional minor adjustments necessary.

The Schedule Committee continued to co-operate with the Planning Committee in its survey of post-war housing needs on campus.

Since the Schedule Committee is largely administrative in function it properly belongs in an administrative unit rather than a faculty committee. The present committee endorses the move to make the Registrar the Chairman of the Schedule Committee beginning with the academic year 1945-46.

# Service Committee

W. F. Clark, Chairman

As has been true for several years there has been little or nothing for the Service Committee to do during the year 1944-45. We have stood by, ready to help if needed. The occasion did not arise. What is to be done will be when good reasons arise. We will then be ready to help the staff.

I would expect the Committee should not be overburdened with or overwhelmed by changes in staff composition.

SPECIAL CURRICULUM COMMITTEE  
Professor Walter A. Anderson, Chairman

The Special Curriculum Committee held weekly two-hour meetings throughout the Summer of 1944 and during the school year of 1944-45. Several special sessions and much extra time were devoted to Committee affairs by members. Most significant accomplishments to date have been the continued education of Committee members themselves in the area of higher education and stimulation of wide-spread educational discussion in the faculty as a whole. Definite and tangible results of the Committee's work over a period of two and one-half years still lie pretty much in the future as far as curricular improvement is concerned.

Four rather significant bulletins which resulted from lengthy study and discussion were presented to the faculty during the year:

Curriculum Bulletin #13 outlines AIMS AND OBJECTIVES FOR MONTANA STATE UNIVERSITY (September 1944). This statement is serving as a guide to recommendations for curriculum changes.

Curriculum Bulletin #14, REPORT OF PROGRESS, (January 1945), summarizes: "1) What the Committee Did During 1943-45; 2) Where the Committee Is in Its Work; 3) What Lies Ahead for the Committee."

Curriculum Bulletin #15, A PROPOSED EXPERIMENTAL PROGRAM IN BASIC STUDIES FOR UNIVERSITY FRESHMEN (January 1945) received extensive consideration and action by the faculty. After discussion in two regular faculty meetings and in a session of the Faculty Seminar on Teaching Procedures, the Experimental Program was considered in the Curriculum Committee. By a vote of 9 to 7, the Curriculum Committee recommended "unfavorable action" to the faculty. The faculty as a whole voted 46 to 19 not to authorize the Experimental Program for 1945-46. Most of the members of the Special Curriculum Committee supported the Proposed Experiment vigorously and were disappointed that it was not authorized. However, it is probably true that the faculty as a whole is better informed of the need for change and will be more favorable to less extensive curricular changes, as a result of the deliberations on the Experimental Program.

Curriculum Bulletin #16, REPORT OF ACCREDITING AGENCIES, is a careful analysis of the impact of the various accrediting agencies on curricular changes within the University.

Semi-monthly Faculty Seminars on College Teaching were held on recommendation of the Committee. These seminars stimulated much interest in teaching problems and were well attended.

Perhaps, the most important piece of work of the Committee is still in progress - the formulation of recommendations for A BASIC PROGRAM FOR ALL UNIVERSITY STUDENTS. Final recommendations should be available in the next few months. Groundwork on a Basic Program was laid by four members who were assigned special time for Committee work during the Winter Quarter. Discussions have been held at regular Committee meetings with members of a student group, with Division Chairmen, and with the faculties of the general courses in Biological Science, Physical Science, Social Science, and Humanities. As a result of these activities, a Basic Program is now being formulated for recommendation to the President and to the faculty.

If the work of the Special Curriculum Committee is to continue, every effort should be made to provide some time in Committee members' schedules for work on curriculum problems. It is recommended that the present Committee continue until recommendations for a Basic Program are made. Perhaps, this phase of the Committee's work can be completed early in the Autumn of 1945. Subsequently, the Committee could be disbanded if that seems wise. However, some faculty group should continue to work intensively on curriculum matters. Three possibilities present themselves:

1. Set up a small representative sub-committee of the Budget and Policy Committee to continue study and to make recommendations on curricular matters. This sub-committee should represent the College of Arts and Science and professional schools. Perhaps it should be limited to five members with time allocated for curriculum investigation. Pressing problems are: basic education for all students, veterans' education, and professional education in the several schools.
2. Reorganize the Curriculum Committee to include the functions of the Special Curriculum Committee. This would expand its activities as a "watch-dog" legislative and recommending body to include functions of initiating curricular study and experimentation.
3. Continue the present Special Curriculum Committee with a decreased number of members who have time allocated for Committee work.

The Chairman's opinion is that #2 above is the most desirable alternative.

SPECIAL SALARY AND RANK COMMITTEE  
E. A. Atkinson, Chairman

During the year this committee held a large number of meetings and made a recommendation to the President.

The committee felt that it was of no immediate practical use to continue until it received a response from the President in regard to the report made.

# STUDENT LOAN COMMITTEE

F. B. Spear, Chairman

During the fiscal year, 1944-45, loans were made from the following funds in the amounts indicated to students according to the classifications as specified:

	Amount	Number	Mr.	Dr.	Mr.	So.	Dr.	Men	Women
From funds in custody of Executive Secretary, University of Montana:									
Montana Farmers	\$100.00	1				1		1	
From funds in custody of Business Manager:									
American Association of University Women	0.00	1							1
Associated Women Students	0.00	1							1
Class of '23	0.00	1							1
Forestry Club	\$50.00	1	1					1	
General	0.00	1							1
Order Eastern Star	0.00	1							1
Scottish Rite Club	0.00	1							1
	\$150.00	2	1			1		2	

A report of the financial transactions of the student loan funds is included in the financial report of the Business Manager.

Many loans are also made to students of the State University from funds not in the custody of officers of the University. Special mention should be made of loans made to students from the Knights Templar loan fund.



Montana Student Union Executive Committee  
1944-1945

Associate Professor Paul A. Bischoff, Chairman

Activities handled during the current year, not including unscheduled events or Summer Session:

Meetings-----531	Broadcasts-----28	Receptions----- 5
Parties----- 14	Firesides----- 3	Recitals-----11
Dances----- 20	Luncheons-----13	Concerts----- 4
Mixers-----14	Dinners----- 7	Theater Programs-18
Practice	Smoker----- 1	Rehearsals-----177
hours-1036	Coffee Hours-12	Teas----- 8
Convocations-25		

Darkroom: Scheduled impossible to keep for four to five persons were working most of the time from the opening of the building in the morning until it closed at night. Sentinel staff made all pictures-informal- for yearbook there.

New Projects:

Song Fests in Lounge- 2

World Affairs Club--- Handled for two quarters by Alpha Lambda Delta in Lounge at 5 each week. One member lead discussion.

Coffee Hours----- Started February 28 by Social Lab. and Betterments Committee. Met each week at 4:30 in lounge.

Dancing lessons-----13 lessons donated by Thelma Livdahl.

Shows-----Directed two cadet shows and handled all recreation for Major Misevic. Amateur Show for university students with help of Mortar Board.

Personality Club--- Turned over to Mortar Board as a project.

Red Cross-----Turned Red Cross Surgical Dressing room into Green Room for Masquers. Donated Gold Room for Faculty Women Red Cross benefit party.

Camera Club----- Membership 38 members. Gave individual instruction in work.

Riding club-----Social Lab. Pam Saubert directed this under Miss Van Duser.

Hiking Club----- Social Lab. Florence Havelly directed this for Miss VanDuser. Dr. Lowell and Mrs. Lowell went as chaperons.

Needs in Future Planning:

Kitchen and Dining space are the first consideration in remodeling of the building.

Backstage theater should be fixed. The present unloading dock is three feet above ground on the outside and about twelve feet above floor level on the inside. This makes it necessary to bring all heavy or large equipment through the front of the auditorium.

Meeting rooms are badly needed, as some nights every room in the building is in use and three meetings have been held at the same time in the lounge, which keeps the room noisy and keeps people who have gone there for study and to listen to the radio out.



Office space for students holding offices on the campus. As it is, permanent files that should be kept are all over the campus or in faculty offices or taken home by students for the summer and sometimes left there. Faculty advisors change or leave and no records are available of previous work.

More and better recreation should be provided. Practically every organization has a bowling team, which has to go down town to public alleys. One in the Student Union would serve two purposes: Keeping the students on the campus and providing more work for students in running it. I am suggesting it in the Student Union because the building is open in the evening when the students have leisure time. Such a project would pay for itself.

A soft drink night club in the Copper Room could serve a dual purpose. If attractively furnished, it could serve as a place to give luncheons and dinners, and a place for both faculty and students to drop into weekend nights for dancing and light refreshments. It would take away the necessity of going down town to eat after University affairs and provide a place for those students who are not included in organized parties. Faculty could enjoy this too and also act as unofficial chaperons. It might keep the student body out of less desirable places.

We need a hobby shop where those people who wish to can do art and handicraft work without formally enrolling in a course. This could be a continuation of the camera club and darkroom.

Miss Campbell and I have talked over a browsing library in the lounge. We feel there is a need of such books placed around where students are exposed to them.

Elevators are a big need in the building. They are need<sup>ed</sup> for guests and for the moving of furniture and foods around the building.

The Student Union plans to reopen the barbershop in the fall.



## COMMITTEE ON TESTING

Professor W. R. Ames, Chairman

Further development of speed and efficiency in giving and evaluating the tests given during Freshman Week has been made so that scores and percentile norms are in the hands of advisers during registration. We now give 24-hour service on tests which previously required more than a month to evaluate with commensurate accuracy by having a scoring team with a definite task assigned to each person under close supervision.

Close cooperation has been given with the United States Armed Forces Institute, both in evaluation of tests for service people who have taken training courses and in securing test results for evaluating credits where general educational development has been claimed by the veteran.

Many tests have been given privately to the veteran rehabilitation students in an advisory capacity and supplementing the tests given by the Veteran's Office.

Cooperation has been given the Guidance Committee, both in advising concerning tests and testing methods and in giving tests at the request of the guidance service. Much greater coordination and cooperation are necessary before good working conditions are accomplished for the University as a whole.

Many of the complaints concerning the grading or marking system could be eliminated by greater knowledge on the part of faculty members with the principles of interpreting test results.

## VETERAN EDUCATION COMMITTEE

J. E. Miller, Chairman

The Committee on Veteran Education organized during the current year has as yet only commenced to realize rather than to solve the numerous problems which the presence of a large number of ex-service men on the campus will create. Some of these problems are purely practical, but will be no less difficult of solution because they are concrete.

1. Housing - (a) Shall veterans be expected to abide by normal requirements, dormitories, etc. (b) If present situation with regard to board maintaining, what are the obligations of the University, and how shall they be met. (c) Can the University provide any large-scale housing scheme for married veterans. (This is a very serious problem.)
2. Evaluation of service, experience, training in service schools, etc. (a) Very real progress has been made in this particular field. Studies by regional university groups and cooperation of federal agencies promises to develop almost universal practices. The good faith of individual institutions will go far in determining the elimination of unsavory practices and the substitution of high enrollments for veteran welfare. (b) The committee has consistently recommended to the faculty the passage of legislation which offers honest academic advantage to the veteran consistent with the practices of the better universities, for example, faculty action on credit by examination, March 2, 1945.
3. Advisor system - For the relatively small number of veterans now on the campus, the general plan in present operation is fairly satisfactory. The Coordinator and his staff, working with the special advisor for rehabilitation students and regular advisors for those under the G.I. Bill and with occasional reference to the chairman in his capacity as Dean of Men, has been able to handle both the group and the individual problems that have arisen.

It is the belief of your chairman that a considerable increase in the number of advisors and a further integration of functions will be necessary as the number of veterans increases.

4. Relations with the Veterans Bureau in Helena have improved. Visitation has become more frequent and more effective. The earlier and more extravagant ideas of the Bureau concerning schedules, etc., have been modified as its experience and its responsibilities have increased. Cooperation between bureau representatives and local people has advanced rapidly.

5. Individual Problems. Already such matters as excessive drinking, bad health, mental instability, and financial unreliability in men, old in years as well as experience, have raised questions of the University's obligations and limitations.
6. Planning. Based on surveys and on personal contacts, it is the opinion of your chairman that changes in university programs and procedures are at present inappropriate and invite disaster. Former students wish above everything else to find the University exactly as they left it. They will never forgive changes made in their absence. It should be the policy of the University to be prepared to experiment, and to make sweeping changes as soon as the returned veterans realize that they are dissatisfied with what they idealized in their absence.

REPORT OF THE COMMITTEE  
ON THE STUDENT BODY

WILLIAM H. H. HARRIS, Chairman

The Committee on the Student Body has given its attention during the past year to the problem of the student body. It has endeavored to do this by means of a series of studies, the results of which are set forth in this report. The first study was a survey of the student body as a whole, and the second was a study of the student body in relation to the various departments of the University. The third study was a study of the student body in relation to the various departments of the University, and the fourth was a study of the student body in relation to the various departments of the University. The results of these studies are set forth in this report.

The attempt has been made by this Committee to organize the student body. Some good work has been done, however, by the Board of Trustees, the Faculty, and the various departments of the University. The results of this work are set forth in this report.



MONTANA STATE UNIVERSITY  
MISSOULA

July 10, 1945

To: President Ernest O. Melby

Re: Statistical Report of Registrar, 1944-45

The statistical report of the Registrar for the year 1944-45 is transmitted herewith. The report covers the period beginning with the summer quarter, 1944, and ending with the close of the spring quarter, June 8, 1945.

The report transmitted herewith contains the following divisions:

1. Summary of registration, 1944-45.
2. Registration of resident students by quarters, 1943-44 and 1944-45.
3. Summary by counties, states, and countries.
4. Summary of registration (including registration in the College of Arts and Sciences).
5. Degrees granted, 1944-45.
6. Preparatory schools and colleges of entering class, 1944-45.
7. Report of Correspondence Study and Library.
8. Statistics of class enrollment.
9. Register of students, 1944-45.

/s/ J. B. Speer  
Registrar

FCH:am

[illegible][illegible]

College, School or Course	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total
Arts and Sciences	12	19	31	10	50	60	34	162	196	73	211	283	2	186	400	2	186	400
Business Administration	-	-	-	3	12	15	-	-	-	-	-	-	-	-	-	-	-	-
Education	4	6	10	3	12	15	-	-	-	-	-	-	1	7	29	1	7	29
Forestry	1	-	1	3	-	3	3	2	5	12	18	18	1	3	23	1	3	23
Journalism	-	-	-	1	0	1	-	17	17	4	21	25	1	24	2	1	24	2
Law	2	-	2	4	-	4	-	-	-	-	-	-	-	3	60	-	3	60
Music	-	-	-	-	6	6	-	10	10	4	14	18	-	10	3	-	10	3
Nursing	-	-	-	-	2	2	3	3	6	3	9	12	-	3	50	-	3	50
Totals	11	29	40	25	82	107	40	194	234	101	279	380	1	207	400	5	207	400

[illegible]



# MONTANA STATE UNIVERSITY

## Missoula

### Gross Registration of Resident Students by Quarters

1943-44 and 1944-45

	1944-45			1943-44		
	Men	women	Total	Men	women	Total
Summer Quarter.....	6485	300	6785	778	282	1060
Autumn Quarter.....	546	646	1192	155	537	692
Winter Quarter.....	158	617	775	138	511	649
Spring Quarter.....	144	583	727	87	519	606
Total registration of resident students, 1943-44, 1944-45						
less duplicates.....	475	569	1044	232	796	1028

- \* Summer, 1944
- Includes 221 A.S.T.R.P.
- Summer, 1943
- Includes 157 A.S.T.R.P.
- Includes 220 A.S.T.R.P. (one of the original contingent returned as a civilian student.)

MONTANA STATE UNIVERSITY

Missoula

SUMMARY OF REGISTRATION BY COUNTIES

States and Countries

1944-45

<u>Counties in Montana</u>	<u>Men</u>	<u>Women</u>	<u>Total</u>
Beaverhead.....	1	8	9
Big Horn.....	-	10	10
Blaine.....	-	8	8
Broadwater.....	2	5	7
Carbon.....	-	11	11
Carter.....	-	2	2
Cascade.....	17	47	64
Choteau.....	5	9	14
Custer.....	7	14	21
Daniels.....	1	3	4
Dawson.....	3	11	14
Deer Lodge.....	3	16	19
Fallon.....	-	1	1
Fergus.....	11	18	29
Flathead.....	7	44	51
Gallatin.....	3	15	18
Garfield.....	-	3	3
Glacier.....	3	17	20
Golden Valley.....	1	1	2
Granite.....	1	8	9
Hill.....	5	11	16
Jefferson.....	2	1	3
Judith Basin.....	2	4	6
Lake.....	5	29	34
Lewis and Clark.....	6	38	44
Liberty.....	2	3	5
Lincoln.....	4	11	15
McCone.....	1	7	8
Madison.....	2	10	12
Meagher.....	-	3	3
Mineral.....	2	7	9
Missoula.....	58	241	299
Musselshell.....	1	6	7
Park.....	7	14	21
Petroleum.....	-	1	1
Phillips.....	2	9	11
Pondera.....	3	10	13
Powder River.....	1	3	4
Powell.....	1	20	21

<u>Counties in Montana</u>	<u>Men</u>	<u>Women</u>	<u>Total</u>
Prairie.....	1	1	2
Ravalli.....	5	32	37
Richland.....	2	3	5
Roosevelt.....	4	4	8
Rosebud.....	-	4	4
Sanders.....	7	14	21
Sheridan.....	2	6	8
Silver Bow.....	15	54	69
Stillwater.....	2	3	5
Sweetgrass.....	-	2	2
Teton.....	2	9	11
Toole.....	1	9	10
Treasure.....	-	6	6
Valley.....	3	10	13
Wheatland.....	-	7	7
Wibaux.....	1	3	4
Yellowstone.....	14	48	62
Totals.....	228	394	1122

<u>States &amp; Territories</u>	<u>Men</u>	<u>Women</u>	<u>Total</u>
Alaska.....	-	1	1
Arizona.....	2	2	4
California.....	187	6	193
Colorado.....	1	-	1
Idaho.....	5	9	14
Illinois.....	4	6	10
Indiana.....	1	-	1
Kansas.....	-	1	1
Minnesota.....	1	2	3
Nevada.....	1	-	1
New York.....	1	1	2
North Carolina.....	-	1	1
North Dakota.....	5	16	21
Oklahoma.....	-	1	1
Oregon.....	3	6	9
Pennsylvania.....	1	-	1
South Dakota.....	-	2	2
Texas.....	-	1	1
Utah.....	4	1	5
Virginia.....	1	-	1
Washington.....	25	15	38
Wisconsin.....	2	1	3
Wyoming.....	1	3	4
Totals	245	73	318

<u>Countries</u>	<u>Men</u>	<u>Women</u>	<u>Total</u>
Canada.....	-	2	2
Porto Rico.....	2	-	2
Totals	2	2	4

	<u>Men</u>	<u>Women</u>	<u>Total</u>
Counties.....	228	894	1122
Other States.....	245	73	318
Other Countries.....	<u>2</u>	<u>2</u>	<u>4</u>
Totals.....	475	969	1444

FCH:jc

# DEGREES GRANTED

1944-45\*

	Men	Women	Total
Honorary Degrees:			
Doctor of Laws .....	1	-	1
Total Honorary Degrees .....	1	-	1
Master of Arts:			
Education .....	1	-	1
Sociology .....	-	1	1
Zoology .....	1	-	1
Total Master of Arts Degrees .....	2	1	3
Master of Education .....	5	2	7
Bachelor of Arts:			
Bacteriology and Hygiene .....	-	5	5
Botany .....	-	1	1
Chemistry .....	3	1	4
Economics and Sociology .....	-	4	4
English .....	1	5	6
Fine Arts .....	1	1	2
French .....	-	3	3
History and Political Science .....	3	6	11
Home Economics .....	-	12	12
Law .....	1	-	1
Mathematics .....	1	1	2
Physical Education .....	-	3	3
Physics .....	1	-	1
Psychology and Philosophy .....	-	2	2
Spanish .....	1	4	5
Zoology .....	-	2	2
Total Bachelor's Degrees, Arts and Sciences ..	14	52	66
Bachelor of Arts in Business Administration .....	5	13	18
Bachelor of Arts in Education .....	1	10	11
Bachelor of Arts in Journalism .....	3	2	5
Bachelor of Music .....	-	4	4
Bachelor of Science in Pharmacy .....	1	2	3
Bachelor of Laws .....	1	1	2
Secondary State Certificate .....	1	35	36

\*Spring 1944 to Winter 1945 inclusive.

NORTHERN MICHIGAN UNIVERSITY  
 Missoula  
 1914-15

SUMMARY OF REGISTRATION  
 Including  
 Registration in the College of Arts and Sciences

DEPARTMENTS:	Graduates:			Seniors			Juniors			Sophomores			Freshmen			Specials			Totals		
	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T
General.....	-	-	-	-	-	-	-	-	-	3	19	22	17	43	60	1	-	1	21	82	63
Bacteriology..	-	-	-	-	1	1	-	3	3	-	2	2	1	3	4	-	-	1	9	10	
Botany.....	-	-	-	-	-	-	-	-	-	1	-	1	-	-	-	-	-	1	-	1	
Chemistry.....	-	-	-	1	2	3	-	-	-	-	1	1	5	2	7	-	-	6	5	11	
Econ & Soc....	-	-	-	1	8	9	-	8	8	-	19	19	-	8	8	-	-	1	43	44	
English.....	-	1	1	1	6	7	2	13	15	2	13	15	-	13	13	-	-	5	46	51	
Fine Arts.....	-	2	2	-	2	2	-	1	1	-	2	2	2	10	12	-	-	2	17	19	
Geology.....	-	-	-	-	-	-	-	-	-	-	-	-	1	-	1	-	-	1	-	1	
History.....	2	2	4	2	7	9	2	6	8	3	3	3	2	1	5	-	-	11	19	30	
Home Econ.....	-	4	4	-	13	13	-	5	5	-	20	20	-	16	16	-	-	-	58	58	
Mathematics...	1	-	1	1	-	1	1	-	1	1	4	5	4	2	6	-	-	6	8	14	
Medical Tech..	-	-	-	-	-	-	-	4	4	-	10	10	-	8	8	-	-	-	22	22	
Modern Lang....	-	2	2	-	10	10	-	7	7	-	11	11	2	13	15	-	-	2	46	48	
Nursing Educ..	-	-	-	-	-	-	-	-	-	-	1	1	-	5	5	-	-	-	6	6	
Physical Educ.	-	-	-	-	2	2	-	1	1	1	4	5	2	4	6	-	-	3	11	14	
Physics.....	-	-	-	-	1	1	-	-	-	1	-	1	2	-	2	-	-	3	1	4	
Psychology....	1	-	1	-	1	1	-	2	2	-	4	4	-	9	9	-	-	1	13	17	
Zoology.....	-	1	1	3	-	3	-	-	-	-	1	1	-	-	-	-	-	3	2	5	
Pre-Bus Ad....	-	-	-	-	-	-	-	-	-	9	40	49	10	61	71	-	-	13	101	120	
Pre-Educ.....	-	-	-	-	-	-	-	-	-	-	4	4	5	5	10	-	-	6	9	14	
Pre-Engineering	-	-	-	-	-	-	-	-	-	-	-	-	1	-	1	-	-	1	-	1	
Pre-Induction.	-	-	-	-	-	-	-	-	-	-	-	-	2	-	2	-	-	2	-	2	
Pre-Legal.....	-	-	-	-	-	-	-	-	-	9	3	12	14	5	19	1	-	1	24	32	
Pre-Medic.....	-	-	-	1	-	1	5	-	5	4	1	5	8	3	11	-	-	16	4	22	
Total, Arts & Sciences.....	4	12	16	10	53	63	10	60	60	34	162	196	78	211	289	2	-	2	153	468	626

SCHOOLS:																					
Business Ad...	-	-	-	3	16	18	4	12	16	-	-	-	-	-	-	1	1	7	29	36	
Education.....	4	6	10	2	5	7	3	12	15	-	-	-	-	-	-	-	-	9	23	32	
Forestry.....	1	-	1	4	-	4	3	-	3	3	2	5	12	-	12	1	-	1	24	2	28
Journalism....	-	-	-	2	7	9	1	6	7	-	17	17	4	36	40	1	-	1	3	88	74
Law.....	2	-	2	4	3	7	4	-	4	-	-	-	-	-	-	-	-	10	3	13	
Music.....	-	-	-	1	10	11	-	6	8	-	10	10	4	24	25	-	-	6	50	55	
Pharmacy.....	-	-	-	-	7	7	-	3	3	3	3	6	3	8	11	-	-	6	21	27	
Total in Schools.....	7	6	13	16	48	64	15	39	54	6	32	38	23	69	91	2	1	3	89	194	263
A.S.T.R.F.....																				158	188
Nurs.Sr.....																				52	52
S & T Specials																				4	4
Unclassified..																				2	3
Totals in University....																				395	1130

# HIGH SCHOOLS OF BUTTE AND CLASS (MONTANA)

1944-45

	Men	Women	Total
Alberton.....	-	2	2
Amesbury.....	-	6	6
Antelope.....	-	1	1
Corvallis.....	1	-	1
Bozeman.....	-	1	1
Beaverhead County, Billon.....	-	2	2
Bigfork.....	1	2	3
Billings.....	5	19	24
Big Lake.....	-	4	4
Broadwater County, Townsend.....	1	1	2
Browning.....	-	1	1
Butte.....	4	11	15
Butte Business College.....	-	1	1
Cascade.....	-	1	1
Cathedral, Helena.....	-	1	1
Catholic Central, Anaconda.....	1	-	1
Chinook.....	-	2	2
Circle.....	-	2	2
Conrad.....	1	6	7
Corvallis.....	-	1	1
Custer County, Miles City.....	1	3	4
Cut Bank.....	-	1	1
Darby.....	1	-	1
Dawson County, Glendive.....	1	1	2
Denton.....	1	2	3
Dixon.....	-	1	1
Eaton.....	-	1	1
Ennis.....	-	1	1
Fairfield.....	-	2	2
Fairview.....	1	-	1
Fergus County, Lewistown.....	5	2	7
Flathead County, Kalispell.....	1	11	12
Florence.....	-	1	1
Forsyth.....	-	1	1
Fort Benton.....	1	2	3
Gallatin County, Bozeman.....	4	1	5
Gardiner.....	1	-	1
Genesee.....	1	1	2
Girl's Central, Butte.....	-	3	3
Glasgow.....	1	1	2
Granite County, Phillipsburg.....	-	1	1
Great Falls.....	7	10	17
Hamilton.....	-	4	4
Helena.....	-	1	1
Harlow.....	-	1	1

# HIGH SCHOOLS OF RETURNING CLASSES (MONTANA)

1944-45

	Men	Women	Total
Barlowton.....	-	1	1
Bavre.....	-	1	1
Bolena.....	-	12	12
Hobson.....	-	1	1
Bysham.....	-	3	3
Jefferson County, Boulder.....	1	1	2
Klein.....	-	1	1
Kremlin.....	-	1	1
Laurel.....	-	3	3
Lobby.....	1	1	2
Lincoln County, Mureka.....	-	1	1
Malta.....	-	1	1
Melstone.....	-	1	1
Mildred.....	1	-	1
Missoula County, Missoula.....	11	37	48
Nashua.....	1	-	1
Park County, Livingston.....	4	3	7
Plains.....	1	-	1
Plentywood.....	-	1	1
Playna.....	-	1	1
Polson.....	2	1	3
Polytechnic Academy, Billings.....	1	-	1
Powell County, Deer Lodge.....	1	9	10
Roser.....	-	1	1
Richey.....	-	1	1
Ronan.....	2	1	3
Roundup.....	-	1	1
Saco.....	-	1	1
Sacred Heart Academy, Missoula.....	-	1	1
Scobey.....	-	1	1
Shawmut.....	1	1	2
Midway.....	-	2	2
St. Ignatius.....	-	2	2
Stevensville.....	-	4	4
Stockett-Sand Coulee.....	2	-	2
Superior.....	-	2	2
Teton County, Choteau.....	-	2	2
Thompson Falls.....	3	-	3
Troy.....	-	2	2
Twin Bridges.....	-	2	2
Valier.....	1	1	2
Whitefish.....	2	2	4
Wibaux County, Wibaux.....	-	1	1
Winnett.....	-	1	1
Wolf Point.....	2	-	2
Totals.....	76	227	303

NDH:am



# STUDENT RECORDS BY STATE - WHITE STUDENT (WHITE STUDENT AND CHINESE)

1944-45

State	School	Men	Women	Total
California	A-to-Zed H S, Berkeley	1	"	1
	Abraham Lincoln H S, Los Jose	1	"	1
	Academes H S, Lafayette	1	"	1
	Alexander Hamilton H S, Los Angeles	4	"	4
	Belmont H S, Los Angeles	2	"	2
	Berkley	2	"	2
	Beverly Hills	3	"	3
	Bishop Union H S	1	"	1
	Bonito Union H S, Laverne	2	"	2
	Burbank	3	"	3
	Burlingame	1	"	1
	Carroll	1	"	1
	Cathedral H S, Los Angeles	1	"	1
	Citrus Union H S, Azusa	1	"	1
	Compton Junior College	3	"	3
	Dorsey H S, Los Angeles	2	"	2
	El Cerrito	1	"	1
	Fairfax H S, Los Angeles	1	"	1
	Fairbrook Union H S	1	"	1
	Fremont H S, Oakland	2	"	2
	George Washington H S, Los Angeles	2	"	2
	George Washington H S, San Francisco	4	1	5
	Gilroy Union H S	1	"	1
	Glenale Union H S	1	1	2
	Grant Union H S, North Sacramento	4	"	4
	Herbert Hoover H S, San Diego	3	"	3
	Hollywood	1	"	1
	Hoover H S, Glendale	4	"	4
	Huntington Park	3	"	3
	Inglewood	4	"	4
	Jefferson H S, Daly City	1	"	1
	Jefferson H S, Los Angeles	1	"	1
	John C. Fremont H S, Los Angeles	4	"	4
	John Marshall H S, Los Angeles	2	"	2
	Keamy H S, San Diego	1	"	1
	La Jolla	5	"	5
	Leuzinger H S, Lawndale	1	"	1
	Los Angeles	3	"	3
	McClatchy H S, Sacramento	2	"	2
	McCloud	1	"	1
	Manual Arts H S, Los Angeles	4	"	4
	Mission H S, San Francisco	1	"	1
	Modesto	2	"	2
	Monrovia-Arcadia-Luxury H S, Monrovia	3	"	3
	Montebello	1	"	1
	Mountain View Union H S	1	"	1
	St. Basil Union H S, Concord	1	"	1
	Ways	1	"	1
	North Hollywood	3	"	3
	Oakland	3	"	3
	Oakland Tech. H S	1	"	1

State	School	Men	Women	Total
California-- (continued)	Camden Union H S .....	3	0	3
	Caliente .....	1	0	1
	Joint Loma H S, San Diego .....	3	0	3
	Polytechnic H S, Long Beach .....	0	0	0
	Polytechnic H S, Riverside .....	1	0	1
	Sanborn .....	1	0	1
	Redondo Union H S, Redondo Beach .....	0	0	0
	St. Anthony's H S, Long Beach .....	0	0	0
	Sacramento .....	1	0	1
	Samuel Cooper's H S, San Francisco .....	1	0	1
	San Bernardino .....	1	0	1
	San Diego .....	0	0	0
	San Jose Tech. H S .....	1	0	1
	San Juan H S, Sacramento .....	1	0	1
	San Leandro .....	1	0	1
	San Mateo .....	1	0	1
	San Pedro .....	1	0	1
	San Rafael .....	1	0	1
	Santa Barbara .....	1	0	1
	Santa Clara .....	1	0	1
	Santa Monica's H S .....	1	0	1
	Seika Union H S .....	1	0	1
	Sequoia Union H S, Redwood City .....	0	0	0
	South Gate .....	1	0	1
	South Pasadena .....	1	0	1
	Tamalpais H S, Mill Valley .....	1	0	1
	University H S, Oakland .....	0	1	1
	University H S, W. Los Angeles .....	0	0	0
	Vallejo .....	1	0	1
	Van Nuys .....	1	0	1
	Vasco Union H S .....	1	0	1
	Whittier Union H S .....	1	0	1
	Wilson H S, Long Beach .....	0	0	0
	Woodland .....	1	0	1
Idaho--	Coeur D'Alene .....	0	1	1
	Idaho .....	0	1	1
	Hunt .....	1	0	1
Illinois--	Evanston .....	1	1	2
	Hillshero .....	1	0	1
	Morris .....	1	0	1
Kansas--	Hutchinson .....	0	1	1
Nevada--	Elko .....	1	0	1
New York--	Lafayette H S, Buffalo .....	0	1	1
	White Plains .....	1	0	1
North Dakota--	Bismarck .....	0	1	1
	Dickinson .....	0	1	1
	Lansford .....	0	1	1
	New Rockford .....	1	0	1
	Williston .....	0	0	0
	Williston .....	0	0	0

State	School	Men	Women	Total
Ohio--	Cuyahoga Falls .....	1	-	1
Oregon--	Asity .....	1	-	1
	Bend .....	-	1	1
	Keysa .....	-	1	1
	Milwaukee Union H S .....	1	-	1
	The Dalles .....	1	-	1
	Salem .....	-	1	1
	Sutherlin .....	1	-	1
Tennessee--	Maryville .....	-	1	1
Utah--	East H S, Salt Lake City .....	1	-	1
	Granite H S, Salt Lake City .....	-	1	1
	South H S, Salt Lake City .....	2	-	2
	West H S, Salt Lake City .....	1	-	1
Washington--	Junie Wright Seminary, Tacoma .....	-	1	1
	Ballard H S, Seattle .....	1	-	1
	Benton .....	-	1	1
	Bremerton .....	2	-	2
	Broadway .....	3	-	3
	Edwards .....	-	1	1
	Franklin .....	2	-	2
	Garfield H S, Seattle .....	3	-	3
	John J. Rogers H S, Spokane .....	1	-	1
	Lewis & Clark H S, Spokane .....	2	1	3
	Marquette H S, Yakima .....	1	-	1
	Mason City, Coulee Dam .....	-	1	1
	St. Thomas Aquinas Academy, Tacoma .....	-	1	1
	South Kitsap H S, Port Orchard .....	1	-	1
	Washon Island H S, Burien .....	1	-	1
	Weatherway H S, Aberdeen .....	1	-	1
	West Seattle H S .....	1	-	1
	Yakima H S .....	1	-	1
Wisconsin--	Rio H S .....	1	-	1
Wyoming--	Sheridan H S .....	-	1	1
	Totals .....	213	25	242

FIN:am

## COLLEGE OF INTEREST CLASS

1944-45

School	Men	Women	Total
All Saint's College, Mississippi	-	1	1
Brigham Young University, Utah	-	1	1
Carroll College	1	1	2
College of Great Falls	-	33	33
College of St. Catherine, Minnesota	-	2	2
College of St. Thomas, Minnesota	1	-	1
Colorado Woman's College (Denver)	-	2	2
Cottey-Junior College, Missouri	-	1	1
Custer County Junior College	4	3	7
Dawson County Junior College	-	2	2
Eastern Montana State Normal College	3	4	7
Greenbrier Military School, West Virginia	1	-	1
Illinois State Normal University (Normal)	1	-	1
Intermountain Union College	-	1	1
Iowa State College (Ames)	-	3	3
Ithaca College, New York	1	-	1
Kemper Military School, Missouri	1	-	1
Long Beach Junior College	1	-	1
Louisiana State University (Baton Rouge)	3	-	3
Michigan State College (East Lansing)	-	1	1
Midland College, Nebraska	1	-	1
Minot State Teachers College, North Dakota	1	-	1
Montana State College	3	27	29
Montana State Normal College	1	6	7
Northern Montana College	4	8	12
Northern State Teachers College, South Dakota	-	1	1
Northwestern University, Illinois	-	1	1
Oklahoma Military Academy (Claremore)	1	-	1
Oregon State College (Corvallis)	-	1	1
Pasadena Junior College	2	1	3
St. Genevieve-of-the-River Junior College, North Carolina	-	1	1
Sacramento Junior College	1	-	1
San Francisco Junior College	1	-	1
Seattle College	-	1	1
Smith College, Massachusetts	-	1	1
State College of Washington (Pullman)	3	-	3
State Normal College, Washington	-	1	1
State Teachers College, New York	-	1	1
State Teachers College, North Dakota	-	1	1
Stephens College, Missouri	-	1	1
University of Arizona	-	1	1
University of California	1	-	1
University of Colorado	-	2	2
University of Idaho	4	-	4
University of Minnesota	1	3	4

# COLLEGE OF EXTENSIVE TRAINING

1944-45

School	Men	Women	Total
University of New Mexico .....	2	-	2
University of North Dakota .....	1	-	1
University of Southern California .....	1	-	1
University of Utah .....	1	-	1
University of Washington .....	1	4	5
Utah State Agricultural College (Logan) .....	1	-	1
Western Washington College of Education (Bellingham) ..	-	1	1
Whitman College, Washington .....	1	1	2
Woodrow Wilson Junior College, Illinois .....	-	2	2
Totals .....	43	125	174
Number of Unclassified .....	3	1	4
Number entering as Specials ...	-	14	14

FCR:am

PREPARATORY SCHOOLS FOR COLLEGES  
OF ENTERING CLASS

1944- 1945

SUMMARY

	<u>Men</u>	<u>Women</u>	<u>Total</u>
1. Preparatory Schools of Entering Class (Montana).....	75	225	300
2. Preparatory Schools of Entering Class (Other States and Countries).....	213	20	233
3. Colleges of Entering Class.....	40	126	174
Totals.....	328	371	719

This List Does Include:

1. Students who previous to Autumn, Winter, Spring, 1944-45, had attended only summer sessions.
2. Students who previous to Autumn, Winter, Spring, 1944-45, had attended only as Music Specials.

This List Does Not Include:

1. Students enrolled for the summer session only.
2. Students registered as "Unclassified" ( 3 women - 1 man).
3. Students registered as "Special" (\*14 men).

Students in attendance at some college for less than a quarter or students who did not receive college credit for work completed since graduation from high school are counted as entering from high school.

\* 9 of these "specials" are A.B.B.A.B.

CH:jfb

# STATISTICAL REPORT ON CURRICULAR SERVICE AND EXTENSION STUDY

April 1, 1944 to April 1, 1945

	Corres. Extension Study	Ext. Extension Study	Total
Number of Students on roll, April 1, 1944.....	303	32	340
Number of registrations in force April 1, 1944.....	335	32	367
Number of New Students registered from April 1, 1944 to April 1, 1945, including 4 students taking both extension and correspondence.....	345	76	418
Number of new registrations from April 1, 1944 to April 1, 1945.....	448	86	534
Number of expirations, 1944-45.....	37	1	38
Number of refunds, 1944-45.....	37		37
Number of transfers, 1944-45.....	4		4
Number of courses completed, 1944-1945.....	209	86	295
Number of registrations in force during year, 1944- 1945.....	783	112	895
Number of students registered during year, 1944- 1945, including 4 students taking both exten- sion and correspondence.....	853	108	961
Number of students registered in 2 courses during the year.....	81	8	89
Number of students registered in 3 courses during the year.....	19	3	22
Number of students registered in 4 courses during the year.....	1		1
Number of students registered in 5 courses during the year.....	3		3
Number of registrations in force April 1, 1945.....	444	81	525
Number of students enrolled, April 1, 1945, includ- ing 1 student taking both extension and correspon- dence.....	418	81	499
Number of students enrolled in 1 course, April 1, '45.....	398	50	448
Number of students enrolled in 2 courses, April 1, '45.....	26	1	27
Number of students enrolled in 3 courses, April 1, '45.....	3		3
Number of students enrolled in 4 courses, April 1, '45.....	1		1

\*These students registered for both extension and correspondence study during the year.

MONTANA STATE UNIVERSITY  
 PUBLIC SERVICE DIVISION  
 LIBRARY OFFICE OF STUDENT ASSISTANT

Library Report: July 1, 1944-July 1, 1945

Number of Books sent out.....	450
Number of packages wrapped.....	226
Number of letters (V-mail to overseas students, at their request).....	122
Number of postals sent (postals used for all possible correspondence to lighten work).....	446
Number of renewals made by postal.....	221
Number of library deposits.....	131
Armed Services .....	234
Total.....	940
Number of refunds made during the year.....	31



Re: Counting Courses for Summary of Statistics of  
Class Enrollment

1. Continuation of the same subject for more than one quarter is counted as a separate course (except applied music).
2. All research during each quarter counted as one course.
3. All Independent Work during each quarter including Economics 190 and Forestry 101 counted as one course.
4. Courses repeated in other quarters counted only once.
5. Summer Session courses which exactly duplicate work given during the regular year are counted only once.
6. Different sections of the same course during one quarter not counted.
7. Seminar and Departmental Club courses counted as one course each quarter.

\* \* \* \* \*

Bacteriology 131, 1 course each quarter.

Chemistry 111, 1 course except if the same people repeat the course,  
3 courses 1944-45.

Economics 134, 1 course each quarter.

Physical Education 114a, 114b (men) 12 courses.  
(women)

Journalism 36, 40, 55, 3 courses each.

Journalism 39, 1 course.

# KENTUCKY STATE UNIVERSITY LEXINGTON

## STATEMENT OF STATISTICS OF CLASS UNDERTAKING, 1944-45

Department	Academic Year				Summer Session 1944				Total			
	No. of courses	No. of students	Percent of total students	No. of courses	No. of students	Percent of total students	No. of courses	No. of students	No. of courses	No. of students	Percent of total students	No. of courses
General	0	975	4875	14.124	1	1	4	109	18	89	4875	12.772
Health & Hygiene	11	88	350	1.014	1	7	24	.657	10	24	367	.962
Botany	9	77	343	.984	1	7	24	.657	10	24	367	.962
Chemistry	17	284	1363	4.001	4	16	68	1.860	10	340	1856	4.833
Classical Lang	6	21	90	.261					8	21	90	.236
Econ & Sociology	22	416	1607	4.656	4	47	161	4.404	24	463	1768	4.603
English	50	1276	4843	14.034	15	124	318	8.699	68	1410	5161	13.321
Fine Arts	24	167	473	1.371	5	28	82	1.483	29	192	585	1.773
Geology	4	60	220	.637	1	10	50	1.358	4	70	278	.707
Hist & Pol Science	51	471	1690	4.696	7	68	294	8.043	27	587	1924	5.133
Home Economics	20	352	1336	3.671	14	68	259	7.029	33	440	1595	4.178
Mathematics	20	215	1040	3.013	3	20	92	2.551	21	239	1124	2.927
Military Science	6	152	152	.440					6	152	152	.396
Modern Languages	32	627	3066	8.800	5	60	195	5.061	34	687	3260	8.014
Physical Edu	24	1310	1294	4.010	7	68	73	1.997	28	1273	1457	3.817
Physics	3	55	274	.794	3	30	97	2.667	11	76	271	.713
Psychology	19	521	2364	6.843	3	37	170	4.651	19	589	2364	6.039
Zoology	18	136	608	1.762	1	20	110	3.009	16	156	718	1.861
<b>School</b>												
Business Admin	27	856	2777	8.046	9	106	254	6.056	30	1002	3071	8.046
Education	18	282	1000	2.897	15	317	1161	31.774	27	669	2161	5.665
Forestry	31	92	290	.840					31	92	290	.760
Journalism	22	466	1002	2.893	2	32	40	1.094	28	500	1042	2.780
Law	40	182	573	1.638					40	182	573	.993
Music	43	1276	1961	5.740	16	146	301	8.512	52	1422	2163	5.715
Pharmacy	27	169	593	1.713					27	169	593	1.554
Religion	2	39	191	.535					2	39	191	.500
Totals	569	10606	34315	100.000	114	1287	3635	100.000	681	12945	38170	100.000

\*Summer Session Duplicated elsewhere  
CH:116

# STATISTICS OF CLASS ENROLLMENT

1944-45

		Autumn		Winter		Spring		Summer 1944		
DEPARTMENT OR SCHOOL		(Credits)	Students Enrolled	Student Hours	Students Enrolled	Student Hours	Students Enrolled	Student Hours	Students Enrolled	Student Hours
GENERAL:										
11abc	Introduction to Social Sciences	(5)	156	830	160	800	140	700		
15abc	Introduction to Biological Sciences	(5)	112	560	106	530	84	420		
15abc	Introduction to Humanities	(5)	76	380	70	350	55	275		
Totals			344	1800	336	1680	279	1395		
DEPARTMENT OF BACTERIOLOGY AND HYGIENE:										
BACTERIOLOGY AND HYGIENE:										
19	Elementary Bacteriology	(5)	12	60						
26	General Hygiene	(5)			26	78				
117	General Bacteriology	(5)	8	40						
116	Immunology	(5)			9	45				
119	Pathogenic Bacteriology	(5)					6	30		
121	Diagnostic Bacteriology	(5)					6	30		
122	Bacteriology of Foods and Water	(5)			3	15				
129	Bacteriological Journals	(1)	2	2	5	5	2	2		
131	Advanced Bacteriology	(3-5)			3	15				
24	Independent Work	(4)							1	4
Totals			22	127	46	161	13	62	1	4
DEPARTMENT OF BOTANY										
BOTANY:										
11ab	General Botany	(5)	21	105	21	105				
15	Classification of Spring Flora	(5)					16	80		
23	Plant Physiology	(5)			4	20				
51	Plant Ecology	(5)					6	30		
561	Introduction to Systematic Botany	(5)							7	35
125	Forest Pathology	(3-5)					4	18		
126	Evolution	(5)			2	6				
161a	Systematic Botany	(5)			1	5				
16	Independent Work	(5)					1	6		
Totals			21	105	28	136	23	102	7	34

DEPARTMENT OR SCHOOL		(Credits)	Autumn		Winter		Spring		Summer 1944	
DEPARTMENT OF CHEMISTRY										
CHEMISTRY:										
11a	General Chemistry	(5)	33	170					3	15
11bc	General Chemistry	(5)			27	135	23	110		
13abc	Inorganic Chemistry and Qualitative Analysis	(5)	31	253	37	185	39	193		
17	Quantitative Analysis	(5)					12	60		
19	Organic Chemistry	(5)			13	90			7	35
101	The Carbon Compounds	(5)	26	130	22	110				
102	Organic Qualitative Analysis	(2)					2	4		
103	Physiological Chemistry	(5)					22	110		
106	Physical Chemistry	(5)	3	15	3	15				
111	Technical Analysis	(2-4)							3	3
113a	Journal Club	(1)	2	1	2	2	1	1		
IN	Independent Work	(2-5)							3	10
Totals			117	571	107	357	65	460	15	60

DEPARTMENT OF CLASSICAL LANGUAGES  
LATIN:

15abc	Intermediate Latin	(5)	4	20	1	5	2	10		
15b	College Freshman Latin	(3)			2	6				
IN	Independent Work	(3)	2	3			2	6		

GREEK:

11ab	Elementary Greek	(5)			5	25	3	15		
Totals			5	25	5	25	7	31		

DEPARTMENT OF ECONOMICS AND SOCIOLOGY  
ECONOMICS AND SOCIOLOGY:

14a	Principles of Economics	(2-4)	30	353					10	35
14b	Principles of Economics	(4)			77	308				
16	Elementary Sociology	(4)			30	120				
17	Social Problems	(2-4)					53	204	20	74
19	World Resources and Industries	(4)					19	72		
101	Money and Banking	(4)			12	48				
102	Transportation	(4)	11	44						
104	Taxation and Public Finance	(4)					14	56		
107	Postwar Economic Problems	(2-4)							7	18
113	Labor Problems	(3)			11	33				
113	Social Science Methods	(4)					19	40		
120	Population Problems	(3)					14	42		
126	Advanced Sociology	(3)			5	15				
129	The Family	(4)	9	36						
130	Principles of Social Case Work	(4)	5	20						
133	Community Organization	(3)	3	12						
134	Field Work: Social Administration	(2-5)	9	45	9	32	16	57		
135	Child Welfare	(4)			9	36				

DEPARTMENT OR SCHOOL		(Credits)	Autumn		Winter		Spring		Summer 1944	
ECONOMICS AND SOCIOLOGY: Cont'd										
136	Public Welfare Administration	(4)					7	28		
138	Advanced Problems	(2-3)	3	4	3	7				
IS	Independent Work	(2-4)							10	31
Totals			129	509	156	599	131	499	47	151

DEPARTMENT OF ENGLISH  
ENGLISH:

A	Preparatory Composition	(3)	26	0	8	0			
11a	Language in Action	(3)	173	865	94	470			
11b	Language in Action	(3)			98	490	121	605	9 45
12abc	Language in Action	(3)	67	201	69	207	72	218	
13	Applied Acting: Voice and Diction	(1-2)	16	32	17	30	13	12	8 4
15	Applied Stagecraft	(1-2)	11	16	7	9			
19	Technique of Poetry	(4)					17	66	
20	Principles of Speech	(3)	16	90	23	115	51	135	
21	Argumentation	(3)	10	50					
222	Choral Reading: Acting of Poetry	(2)							9 12
223	Reading and Vocabulary Improve- ment	(2-4)							13 56
25abc	Literature and Composition	(3)	8	40	7	35	8	50	
227	Informal Speech	(2-4)							13 54
29a	Lectures and Readings	(1-2)	11	11					13 20
29bc	Lectures and Readings	(1)			11	11	12	12	
30ab	Composition	(3)	14	42			10	27	
55abc	Contemporary Literature	(4)	16	64	12	48	13	51	
57abc	Shakespears	(4)	16	64	12	48	8	32	
59a	American Literature	(2-4)	24	92					17 56
59bc	American Literature	(4)			33	132	36	144	
62	Play Directing	(2)	1	2	4	8	3	6	8 14
64	Play Production	(2)							6 10
69	Oral Interpretation	(2)			7	14	10	20	
73abc	Literary Composition	(1-3)	6	12	7	8	8	9	
75abc	The Novel	(3)	7	21	10	30	9	27	
8154	The Social Thought of Literary Man	(2-4)							7 16
8156	Literature of the Theater	(1)							4 3
8160	Imaginative Writing Workshop in Creative Writing	(1-2)							12 12
173abc	British Literature	(3)	19	57	12	36	11	33	
174c	British Literature	(1-3)							12 27
8177b	European Drama Since Ibsen	(2)							3 6
187	The English Language	(4)					7	28	
192	Major Writers: Chaucer	(3)	3	9					
199	Seminar	(2-3)	4	8	4	8			1 3
IS	Independent Work	(2-3)	1	3			1	3	
	Totals		430	1669	435	1689	352	1485	151 318

DEPARTMENT  
OF  
SCHOOL

(Credits)

Autumn

Winter

Spring

Summer 1944

DEPARTMENT OF FINE ARTS  
FINE ARTS:

812	Elementary Drawing	(1-3)							7	15
813	Color and Design	(1-3)							7	10
83	Drawing	(3)	27	81	23	69	13	54		
83ab	Color and Design	(3)	18	54	11	33				
83abc	History of Art	(3)	11	30	7	21	10	30		
85	Sculpture	(3)			4	12	3	6		
87	Mediums	(3)	2	6						
89	Water Color	(3)					10	20		
840	Water Color	(1-3)							4	6
40	Painting	(3)	2	6	2	6	2	6		
840	Sculpture	(1-3)							2	4
81	Life Drawing	(1)	4	4	4	4	4	4		
123	Advanced Design	(2-3)	1	3	1	3	1	3		
140	Advanced Painting	(3)			1	3	1	3		
15	Independent Work	(1-3)					1	3	3	10
Totals			55	164	53	151	43	130	35	34

DEPARTMENT OF GEOLOGY  
GEOLOGY:

10	World Geography	(3)			11	33	25	69		
11a	General Geology	(5)	14	70					10	50
11b	General Geology	(5)			8	40				
14	Independent Work	(2)					4	8		
Totals			14	70	19	73	27	77	10	50

DEPARTMENT OF HISTORY AND POLITICAL SCIENCE  
HISTORY AND POLITICAL SCIENCE:

13abc	English History	(3)	35	102	40	120	40	120		
13c	English History	(2-4)							9	32
16	History of Rome	(4)					8	34		
17	American Government and Politics	(4)	32	128						
18	State and Local Government	(4)			23	92				
20	Comparative Governments	(4)					28	112		
21abc	United States History	(2-4)	27	108	32	128	33	132	22	88
28	Early Modern Europe	(4)			7	28				
29	French Revolution and Napoleonic Era	(4)					10	40		
30ab	Europe in the 19th Century	(3)	6	24	10	30				
30a	Europe in the 19th Century	(4)							6	32
33	Medieval History	(4)	13	52						
103a	History of the Northwest	(3)	3	9						
103	The Early Twentieth Century	(3)					8	34		
103	Seminar in History and Political Science	(2-5)	1	2	1	3	3	6		

DEPARTMENT  
OR  
SCHOOL

(Credits)

Autumn

Winter

Spring

Summer 1944

HISTORY AND POLITICAL SCIENCE: Cont'd

107ab	Diplomatic History of Europe	(3)	3	15	3	9			
114ab	Russia and the Near East	(4)			9	36	19	78	
115	Theories of the State	(4)	4	15					
117abc	History of the Far East	(3)	7	21	11	33	12	48	
117a	History of the Far East	(2-4)							31
123abc	Hispanic American History	(4)	12	48	15	60	12	48	65
8131	Recent American History	(2-4)							15
8132	Contemporary European History	(2-4)							14
201	Seminar in History and Political Science	(2-3)							3
									5
	Totals		147	326	151	539	173	326	394

DEPARTMENT OF HOME ECONOMICS  
HOME ECONOMICS:

17abc	Introduction to Home Economics	(3)	26	130	31	150	44	220	
18	Clothing Design	(4)			6	24			
19	Food Conservation	(5)							7
22	Nutrition	(3)	19	57	13	54	15	48	13
23	Nutrition in Disease	(3)	13	39	13	39	15	32	31
28	Child Development	(3-5)	3	26	4	12	6	34	4
63	Junior Methods in Home Economics	(4)							2
63	Senior Methods in Home Economics	(3)							4
117	Textiles	(4)					3	12	
119	House Planning and Furnishing	(3)			10	30			3
120	Clothing	(5)			3	10			
122	Nutrition	(3)	9	45					
123	Nutrition in Disease	(4)					3	32	
125	Child Nutrition	(3)			3	34			
127	Home Living Center	(5)							2
128	Home Management	(2)							2
129	Problems in Family Living	(2-3)	3	9					3
130	Problems of Home Equipment	(4)			3	20			9
131	Problems of the Consumer	(2-4)					3	20	
133	Institutional Cookery	(3)	10	30					
135	Institutional Management	(3)			12	60			
136	Experimental Foods	(4)					3	32	
138	Problems in Home Economics	(2-5)	16	43	3	12	7	21	
14	Independent Work	(4-5)	1	5			1	5	2
	TOTALS		109	403	126	477	117	456	68
									27
									259

Department or School	(Credits)	Autumn	Winter	Spring	Summer 1944
DEPARTMENT OF MATHEMATICS					
MATHEMATICS:					
1 Elementary Algebra	(3)			3	0
10 Intermediate Algebra	(5)	56	150	9	35
12 Survey of College Mathematics	(2½-5)	9	45		6
13 Plane Trigonometry	(5)		51	150	
14 Spherical Trigonometry	(5)		7	35	
16 College Algebra	(5)	13	55	14	70
18 Introductory Business Math	(5)	24	120		
19 Elementary Mathematics of Investments	(5)		15	65	
21 Plane Analytic Geometry	(5)			6	30
22 Differential Calculus	(5)	6	25		
23 Integral Calculus	(5)		5	25	
25 Statistics	(5)			22	110
101 Differential Equations	(5)			3	15
107ab Selected Chapters in Calculus	(5)	2	10	1	5
150 Seminar	(5)	1	5	1	5
All Descriptive Astronomy	(5)			6	30
14 Independent Work	(5)			1	5
					7
					35
Totals		91	450	65	305
					20
					93½

DEPARTMENT OF MILITARY SCIENCE  
MILITARY SCIENCE:

11abc Military Science	(1)	30	55	37	37	23	23
12abc Military Science	(1)	15	15	11	11	11	11
Totals		70	70	48	48	34	34

DEPARTMENT OF MODERN LANGUAGES  
FRENCH:

11ab Elementary French	(5)	33	175	31	155		
13a Intermediate French	(5)				31	150	
13b Intermediate French	(4)	14	56				
15 Advanced French	(4)			17	64		
117 French Grammar Review and Composition	(4)					11	40
132 Seminar	(1-4)	4	13	5	14	4	7
13 Independent Work	(2-5)	2	10	1	5	1	4
						14	44½

GERMAN:

11ab Elementary German	(5)	33	165	25	120		
13a Intermediate German	(5)				15	75	
13b Intermediate German	(4)	10	40				
15 Advanced German	(4)			12	48		
117 German Grammar, Composition, and Conversation	(4)	1	4			5	20



DEPARTMENT OR SCHOOL		(Credits)	Autumn		Winter		Spring		Summer 1944	
SPANISH:										
11a	Elementary Spanish	(5)	62	395	24	120			17	50½
11b	Elementary Spanish	(5)			49	240	51	105		
13a	Intermediate Spanish	(5)	15	75			59	150	5	15
13b	Intermediate Spanish	(4)	41	164	16	72				
15	Advanced Spanish	(4)	11	44	33	152	14	56		
117	Spanish Grammar, Composition, Conversation	(4)	8	32			26	104		
118	Advanced Spanish Composition and Conversation	(3)			13	59			10	27
119	General Survey of Spanish Literature	(3)	14	42						
122	Picaresque Novel	(3)					6	12		
125ab	Spanish-American Literature	(3)			11	33	10	50		
127	Contemporary Spanish Drama	(3)	13	59						
128	Advanced Spanish Conversation	(1)	14	14	10	5	6	6		
133	Seminar	(2-3)			6	15	2	5		
15	Independent Work	(1½-9)							15	45
TOTALS			280	1162	356	1036	191	811	50	185

DEPARTMENT OF PHYSICAL EDUCATION  
PHYSICAL EDUCATION:

811	Swimming (Men)	(1)							9	5
11abc	Physical Education									
12abc	(Men)	(1)	71	71	59	59	36	36		
311	Swimming (Women)	(1)							51	14
12abc	(Women)	(1)	405	405	360	369	333	332		
15abc	Advanced Gymnastics	(1)	1	1	2	2	2	2		
20ab	Human Anatomy	(5)			2	10	7	35		
32	First aid	(2)					10	20	5	10
35ab	Systems and Methods	(3)	2	6	2	6				
345	Methods and Materials	(2-4)							7	20
45abc	Dancing Methods and Materials	(1)	1	1	2	1	1	1		
563a	Technique of Teaching Team Sports	(1-4)							3	9
563c	Methods and Materials in Tennis and Badminton	(2-4)							7	16
63c	Coaching for Women	(3)					5	15		
136	Kinesiology	(4)					1	4		
141	Corrective Gymnastics	(5)			1	5				
145	Massage	(3)					1	2		
149	Anthropometry and Diagnosis	(3)			1	3				
150	Organization and Administration	(4)	2	2						
15	Independent Work	(1-3)	1	3					1	1
TOTALS			483	495	422	445	398	444	63	75

DEPARTMENT OF PHYSICS  
PHYSICS:

511a	General Physics	(5)							10	50
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DEPARTMENT  
OR  
SCHOOL

(Credits)

Autumn

Winter

Spring

Summer 1944

PHYSICS: Cont'd

511b	General Physics	(5)							6	30
20abc	General Physics	(5)	23	115	15	75	9	45		
114	Electricity	(5)			2	10				
123	Light	(5)	4	20						
166	Electronics	(5)					1	3		
170b	Theoretical Physics	(5)					1	5		
18	Independent Work	(1-5)					1	1	4	17½
	Totals		27	155	17	85	13	54	20	97½

DEPARTMENT OF PSYCHOLOGY  
PSYCHOLOGY:

11	General Psychology	(4-5)	63	315	77	385	105	525	17	84
12ab	Experimental Psychology	(5)			12	60	10	50		
13	Child Psychology	(3)	23	69						
32	Psychology of Business	(5)					60	300		
50	Logic	(5)					28	140		
51	Ethics	(5)			20	100				
52abc	History of Philosophy	(3)	23	66	9	24	16	48		
53	The Philosophical Basis of Democracy	(3)	25	44						
55	Introduction to Philosophy	(5)					13	65		
115	Abnormal Psychology	(2½-5)			26	125			16	70
190	Problems in Psychology	(1-3)	5	13			2	5		
18	Independent Work	(3-5)	1	5	4	20	1	5	4	16
	Totals		140	512	146	714	235	1133	37	170

DEPARTMENT OF ZOOLOGY  
ZOOLOGY:

11ab	Elementary Zoology	(5)	45	225	24	120				
12	Field Zoology	(2)					4	5		
23	Comparative Vertebrate Zoology	(5)					5	20		
24	Human Physiology	(5)					19	90	22	110
101	General Comparative Embryology	(5)	2	10						
102	Vertebrate Embryology	(3)			3	15				
105	General Histology	(5)	4	20						
118	Forest Entomology	(3)	3	9						
125	Genetics	(5)	4	20						
128	Animal Ecology	(5)					2	10		
129	Biological Literature	(1)	2	2	2	2	2	2		
131	Advanced Vertebrate Zoology	(3)	1	5						
132	Advanced Invertebrate Zoology	(2)	2	4	2	4	1	2		
	Totals		64	295	39	181	35	132	22	110

DEPARTMENT  
SCHOR  
SCHOOL

(Credits)

Autumn

Winter

Spring

Summer 1944

SCHOOL OF BUSINESS ADMINISTRATION:

10	Introduction to Business	(5)	50	250					
11	Elementary Accounting	(5)	50	250				13	65
12	Intermediate Accounting	(5)			51	255			
13	Corporation Accounts	(5)					42	210	
15	Office Management	(3)			33	96			
20a	Beginning Typing	(1)	14	13	11	9	10	9	10
20b	Beginning Typing	(1)			13	13	10	9	8
20c	Beginning Typing	(1)	17	16			12	8	
21a	Advanced Typing	(1)	30	32	11	11			13
21b	Advanced Typing	(1)			27	24	17	15	12
21c	Advanced Typing	(1)					13	11	
22a	Stenography	(2-4)	38	152	7	24			9
22b	Stenography	(4)			48	164	14	40	26
22c	Stenography	(4)	25	92			41	152	
23a	Advanced Stenography	(4)			27	104	12	29	
23b	Advanced Stenography	(4)					26	88	
24	Secretarial Practice	(4)	11	44					
25	Office Machines Practice	(1 1/2-3)							15
25a	Office Machines Practice	(2)	15	32	27	54	10	18	37 1/2
25b	Office Machines Practice	(2)	6	12	11	18	12	18	
26	Civil Service Training	(4)	11	40					2
41ab	Business Law	(3)			12	33	10	20	4
50	Retail Stores	(3)			10	30			
52	Salesmanship	(3)					17	51	
113ab	Advanced Accounting	(4)	7	24	4	16			
115ab	Auditing	(4)	3	12			3	12	
124	Insurance	(2)					3	9	
129	Principles of Organization and Management	(5)			4	20			
132	Credits and Collections	(2)	5	10					
133	Corporation Finance	(5)	14	70					
142	Methods of Teaching Shorthand	(2-4)							17
143	Methods of Teaching Typewriting	(2-4)							54
145	Income Tax	(4)			3	12			19
150	Business Ethics	(3)			7	21			58
151	Marketing	(3)	12	36					
156	Business Cycles	(3)					6	18	
17	Independent Work	(1-5)					3	12	3
	Totals		350	1155	305	904	261	738	106

SCHOOL OF EDUCATION

18	Principles of Education	(2-4)	17	68			23	92	23
19	Educational Psychology	(4)	36	104			23	92	36
22	The High School	(2-4)	13	52	13	72			13
26a	Observation and Teaching	(5)	9	45	10	50	7	35	36
26b	Observation and Teaching	(4)			1	4	2	8	
363	Refresher Program for Returning Teachers	(2-3)							15
365	Occupational Therapy and Sewing	(1-2)							30

## DEPARTMENT

OR

SCHOOL

(Credits)

Autumn

Winter

Spring

Summer 1944

## SCHOOL OF EDUCATION: Cont'd

105ab	Teaching of English	(3)	4	12	6	12			
9105	Warfare and Postwar Teaching and Administrative Problems	(2-10)						52	150
130	Fundamentals of School Health	(4)					9	35	
134	Educational Leadership and Supervision	(4)	6	24					
140	Educational and Vocational Guidance	(2-4)			5	20		23	79
142	Methods of Teaching Shorthand	(3)					5	15	
148	Problems in Special Education	(2-4)						12	38
152	Educational Measurements	(2-4)						6	30
154	Seminar in Education	(1-5)						39	100
154ab	Seminar in Education	(2-4)	21	84	14	50			
156	School Finance	(2)						9	18
158	Educational Sociology	(4)			6	24			
3161	Curriculum Workshop	(3-4)						8	38
162	Problems in Elementary Education	(2-4)						16	48
163	Problems in Teaching Home Economics	(4)			6	24	3	12	
165	Workshop in Education	(2-8)					13	45	58
165	Home and Family Life Education	(3)					4	12	338
285	Educational Research and Thesis Writing	(2-4)			1	4			8
IW	Independent Work	(5)							2
	Totals		26	389	67	260	89	351	317

## SCHOOL OF FORESTRY

11	Survey of Forestry	(3)					9	27	
13	Forest Policy	(4)					3	12	
14	Forest Fire Control	(3)	4	12					
23ab	Silviculture	(4)	1	4	1	6			
24a	Forest Mensuration	(5)					2	10	
25ab	Dendrology	(4)	2	8	3	12			
26a	Forest Management	(5)					2	10	
26b	Forest Management	(2)					2	4	
31	Wood Technology	(3)			1	3			
32	Forest Products	(4)					3	12	
34	Lumbering	(3)			2	6			
36ab	Forest Engineering	(4)	1	4	1	4			
37	Timber Mechanics	(5)			3	15			
38	Wild Life Management	(3)	2	6					
39ab	Range Management	(2-3)	1	3	2	2			
40abc	Range Management	(2-4)	1	4	1	4	1	2	
41ab	Surveying	(4)	4	16			4	16	
43	Elementary Mapping	(2)	5	10	5	10	4	8	
44ab	Advanced Mapping	(3)	1	2	5	10	6	12	
45	Soils	(3)			4	12			
101	Forestry Problems	(3-5)			1	3	1	5	
IW	Independent Work	(4-5)	1	5	2	9			
	TOTALS		23	74	32	98	32	115	

DEPARTMENT OF SCHOOL		(Credits)	Autumn		Winter		Spring		Summer 1944	
SCHOOL OF JOURNALISM:										
10abc	Introduction to Journalism	(2)	81	102	43	86	37	74		
18	Propaganda and Censorship	(3)	12	36						
21abc	Reporting	(3)	20	60	17	51	19	57		
23a	Rural Journalism	(2)	6	12						
30abc	Copy reading	(3)	6	18	7	21	5	15		
36	Current Events	(1)	29	27	92	42	52	44	28	35
38	Typography	(3)	11	33						
40abc	Principles of Advertising	(3)	9	27	9	27	8	24		
42	Newspaper Photography	(3)					7	14		
42ab	News-casting	(3)			7	21	5	15		
55	Newspaper Management	(3)	8	24	12	36	9	27		
100abc	Senior Seminar	(4)	8	32	8	32	8	24		
136	Advanced Journalism Problems	(2-3)	1	3			3	6		
19	Independent Work	(3-5)			9	6			3	18
Totals			161	374	137	329	150	299	32	40

#### SCHOOL OF LAW:

	Appellate Practice	(1)	5	5	6	6	3	3		
	Civil Procedure	(3)	3	9	3	9	3	9		
	Conflict of Laws	(2)	6	12	7	14	6	12		
	Constitutional Law	(3)	6	18	7	21				
	Contracts	(3)	5	15	3	9	3	9		
	Creditor's Rights	(2)	6	12	7	14	6	12		
	Criminal Law and Procedure	(2)	3	6	3	6	4	8		
	Damages	(2)	5	10						
	Equity	(2)	4	8	5	10	5	10		
	Evidence	(2)	6	12	7	14	7	14		
	Irrigation Law	(2)					6	10		
	Legal Ethics	(2)			6	10				
	Legal Writing	(1)					4	4		
	Practice Court	(1)	4	4	4	4	3	3		
	Property	(3)	2	6	2	3	2	6		
	Surety ship	(3)					6	24		
	Torts	(3)	2	6	2	3	3	9		
Totals			57	123	62	123	63	133		

#### SCHOOL OF MUSIC:

1-6	Applied Music: Organ	(1-2)	5	6	5	9	14	13	7	7½
1-6	Applied Music: Piano	(1-4)	47	56	47	56	47	56		
1-3,6	Applied Music: Piano	(1-4)	7	9	5	13	7	12	21	20½
1-3	Applied Music: Violin	(1)	15	15	15	15	15	15	4	4
1-5,6,										
7,8	Applied Music: Voice	(1-4)	42	65	42	68	37	39	19	21½
1-3	Mind Instruments	(1-2)	5	6	6	6	7	7	9	10½
10	Band	(1)	37	32	32	34	35	32		
10	Orchestra	(1)	24	25	24	22	21	20		
10	Mixed Chorus	(1)	49	52	101	98	66	75	13	11

## DEPARTMENT

OR

SCHOOL

(Credits)

Autumn

Winter

Spring

Summer 1944

## SCHOOL OF MUSIC: Cont'd

11a	Theory I	(2-4)	24	96					4	12 $\frac{1}{2}$
11bc	Theory I	(4)			23	86	23	82		
12ab	Voice in Class	(1)			13	13	11	11		
25	String Instruments in Class	(1)	13	13	11	11	11	11		
29	Wind Instruments in Class	( $\frac{1}{2}$ -1)	13	13	13	13	13	13	8	7 $\frac{1}{2}$
31a	Conducting	(1 $\frac{1}{2}$ -3)	9	27					6	16 $\frac{1}{2}$
31b	Conducting	(3)			9	27				
33a	Survey of History of Music	(3 $\frac{1}{2}$ -5)							4	13
35ac	Listening to Music	(1-3)	31	91			31	93		
35b	Listening to Music	(1-5)			31	90			22	29
40	Ensemble Groups	(1)	1	1			2	2	10	2
41abc	Theory II	(4)	9	36	9	36	9	36		
45abc	Microphone and Program Technique	(2)	26	50	7	10	6	10		
5105	Applied Music	(1)							2	1
123a	School Music	(3)	6	18					4	9
123b	School Music	(3)			7	21				
123c	School Music	(3)					8	24	5	12
125abc	Counterpoint	(2)	6	16	8	16	9	18		
134abc	History of Music	(2)	6	12	6	12	9	18		
141	Score Reading	(2)					4	6		
142	Senior Recital	(2)					2	4		
156abc	Form and Analysis	(2)	5	4	4	6	4	6		
15	Independent Work	(1 $\frac{1}{2}$ -4)							9	22
Totals			425	676	436	671	415	634	146	201 $\frac{1}{2}$

## SCHOOL OF PHARMACY

10abc	Survey of Pharmacy	(1)	11	11	11	11	8	8		
11abc	Introductory and Galenical Pharmacy	(8)	12	60	10	50	6	43		
13abc	Pharmaceutical Botany and Pharmacognosy	(5)	7	36	6	28	6	30		
14abc	Pharmaceutical Chemistry	(4)	2	8	2	8	2	8		
22abc	Drug Analysis	(4)	3	12	3	12	4	12		
27abc	Pharmaceutical Economics	(4)	4	16	4	16	3	12		
31abc	Pharmacology	(4)	7	28	7	28	7	28		
35abc	Dispensing	(4)	7	28	7	28	7	28		
39	Urinalysis	(4)			7	28				
40	Evolution of Pharmacy	(2)			1	2				
46	Advanced Analysis	(4)					3	12		
Totals			55	194	57	203	49	187		

## SCHOOL OF RELIGION:

20R	Basic Values in Religion	(5)			15	80	21	105		
21R	Religions of Mankind	(3)	2	6						
Totals			2	6	15	80	21	105		

# REGISTER OF STUDENTS

1944-45

(Includes all students at Montana State University in actual residence in all schools and colleges.)

## Abbreviations

Curriculum: AS--College of Arts and Sciences, Bus Ad--School of Business Administration, Educ--School of Education, For--School of Forestry, Journ--School of Journalism, Law--School of Law, Music--School of Music, Pharm--School of Pharmacy, S & T Sp--Shorthand and Typing Special, SQ--Summer Quarter, Uncl--Unclassified, lr--Limited Registration (students enrolled for less than seven credits), ASTR--Army Specialized Training Reserve.

Rank: Sp--Special, Fr--Freshman, So--Sophomore, Jr--Junior, Sr--Senior, Gr--Graduate.

Quarters in Attendance: 1, Autumn Quarter; 2, Winter Quarter; 3, Spring Quarter; 4, Summer Quarter, 1944.

Classified as of May 1, 1945.

<u>Name</u>	<u>Curriculum</u>	<u>Rank</u>	<u>Quarters in attendance</u>	<u>Residence</u>
Aasheim, Leah M. (Mrs.)	SQ (1r)		4	Plentywood
Abbott, Jane Van Cleve	AS Mod Lang	Sr	4,1,2,3	Dallas, Tex.
Adam, Molly Alwilda	Nurs Sp (1r)		1	Billings
Adams, Florence Armitage	Music	Fr	1,2,3	Billings
Adams, Geraldine, B.A.	Educ (1r)	Gr	2	Missoula
Addis, Carol Marie	AS Soc Sci	Fr	1,2,3	Francis
Adkins, Madeline	Nurs Sp (1r)		3	Livingston
Aiken, Evelyn Jane	AS Soc Sci	So	1,2,3	Glendive
Aikins, Lincoln James	SQ (1r)		4	Glendive
Bates College (Maine), A.B.				
Akin, Marjorie Ann	AS Mod Lang	Jr	4,1,2,3	Missoula
Alexander, Mariann Elizabeth	Music	Fr	1,2,3	Livingston
Alf, Vernon Frederick	Music	Fr	1,2,3	Missoula
Alguire, Marie Lois	AS Soc Sci	So	1,2,3	Kalispell
Allen, Ardis Mildred	AS Soc Sci	Fr	1,2,3	Denton
Allen, Audrey Louise	Music	Fr	1	Missoula
Allen, Gloria	AS Soc Sci	Fr	1,2,3	Anaconda

Name	Curriculum	Rank	Quarters in atten- dance	Residence
Alonzo, Louise Josephine	AS Soc Sci	Fr	1,2,3	Florence
Alt, Margaret Jane	Uncl		4,1,2,3	Great Falls
Anderson, Alice Isabel	AS Soc Sci	So	1,2,3	Billings
Anderson, Cecilia	SQ		4	Great Falls
Col. of Ed. (Great Falls,) B.A.				
Anderson, Lamar Hans	AS Soc Sci	Fr	2	Kalispell
Anderson, Lloyd Victor	AS Soc Sci	Fr	1,2,3	Choteau
Anderson, Mary Elizabeth	AS Mod Lang	Jr	1,2,3	Ekalaka
Anderson, Peggy Lou	AS Soc Sci	So	1,2,3	Helena
Anderson, Ruth Evelyn	AS Human	Fr	1,2,3	Kalispell
Anderson, Ruth M.	AS Soc Sci	So	1,2,3	Miles City
Anderson, Shirley Mae	AS Biol Sci	Fr	1,2,3	Kalispell
Andrew, Berenice Morse (Mrs.)	Educ (1r)	Jr	1,2	Missoula
Andrew, Winifred Elisabeth (Mrs.)	SQ		4	Columbia Falls
Doane Col. (Crete, Neb.), A.B.				
Armour, Rose J. (Mrs.)	SQ		4	St. Ignatius
Armstrong, Doris Elaine	AS Soc Sci	Fr	1,2,3	Conrad
Arnold, Marilyn Jean	AS Soc Sci	Fr	1,2,3	Gardiner
Arras, Una May	AS Phys Sci	So	1,2,3	Cut Bank
Atkinson, Helen Lee	AS Biol Sci	So	1,2,3	Missoula
Aughney, Joyce Catherine	SQ		4	Manhattan
Austin, Harold Burdsall	SQ		4	Absarokee
Mont. St. Nor. Col., B.Ed.				
Averill, Audrey Jaunita	AS Phys Sci	So	1,2,3	Collins
Babcock, Harold E., B.A.	SQ		4	Missoula
Bach, Dagmar Louise	SQ		4	Helena
Bade, Virgil Gregory	AS Phys Sci	Fr	1,2	Missoula
Badgley, Marion Evelyn	Journ	So	1,2,3	Missoula
Baggenstoss, Ennola Campbell (Mrs.)	AS Home Ec	Sr	1,2	Bonner
Bailes, Marie Cassie	Nurs Sp (1r)		1	Missoula
Bailey, Betty	AS Home Ec	Sr	1,2	Marion
Bailey, Juanita Phyllis	SQ		4	Clyde Park
Bain, Marjorie Adell	AS Biol Sci	So	1,2,3	Missoula
Baker, Janet Laverne	SQ		4	Missoula
Bakke, Jeannette Anne	Bus Ad	Sr	1,2,3	Cut Bank
Ballentine, Mary Jeanne	AS Human	So	2,3	Miles City
Banka, Mildred Alice	AS Phys Sci	So	1,2,3	Brady
Barkenbus, Blanche G. (Mrs.)	SQ (1r)		4	Somers
Barker, Marie	AS Phys Sci	Fr	1,2	Bigfork
Barnard, Lulu	SQ (1r)		4	Kalispell
Barquet, Raul	AS Phys Sci	Fr	1	Ponce, Puerto Rico
Barry, Betty Jean	Pharm	So	4,1,3	Missoula
Barry, Marian Florence	Journ	Fr	1,2,3	Butte
Bartholomew, Clair B.	SQ		4	Missoula
Mont. St. Nor. Col., B.Ed.				
Bartlett, Joan Mary	AS Phys Sci	Fr	1,2,3	Bigfork
Bartley, Jean Marie	Journ	Fr	1,2,3	Great Falls



Name	Curriculum	Rank	Quarters in atten- dance	Residence
Barton, Roger Worley	AS Human	Fr	1,2,3	Saco
Bausman, George J.	SQ		4	Galena, Ill
Platteville St. T. Col., (Wis.), B.S.				
Beaver, Helen Iseley (Mrs.)	SQ		4	Missoula
Univ. of Tenn. (Knoxville), B.S., M.S.				
Beccari, Elizabeth Rose	SQ Nurs Sp (1r)		4	Libby
Bedard, Shirley Joan	AS Soc Sci	Fr	1,2	Missoula
Bedford, Roberta S. (Mrs.)	S & T Sp		1,2,3	Missoula
Smith Col. (Northampton, Mass.), B.A.				
Beeler, Judy M.	Journ	Fr	1,2,3	Billings
Bell, Karl D.	SQ		4	Lewistown
Mont. St. Nor. B. Ed.				
Bellefleur, Flora Mae	AS Hist	Jr	1,2,3	Creston
Benda, Elsie Alene (Mrs.)	SQ (1r)		4	Eureka
Benepe, Yvonne Ellen	AS Soc Sci	Fr	1,2,3	Glendale, Cal.
Bennett, Jack Edward	For	Fr	1,2	Deer Lodge
Bennett, Julia Marie	AS Human	So	1,2,3	Deer Lodge
Benti, Mary Spero (Mrs.)	SQ		4	Miles City
Berg, John Henry	AS Phys Sci	Fr	1,2,3	Shawmut
Berg, Selmer Herbert	SQ		4	Absarokee
Bergan, Knute W.	SQ (1r)		4	Browning
Univ. of Minn., M.A.				
Berger, Arnold Alfonse	AS Soc Sci	So	1,2,3	Billings
Berger, Iro Millicent (Mrs.) B.A.	SQ		4	Missoula
Bergh, Twila Elaine	Journ	Fr	1,2,3	Harlem
Bergren, Marie Danton (Mrs.)	SQ		4	Butte
Northwestern Univ., B.A.				
Bertrand, Adeline Delvina	AS Mod Lang	Sr	4,2	Missoula
Berwick, Merlin L.	AS Soc Sci	Fr	1,2	Bainville
Bessire, Margaret Jean	Journ	Fr	1,2,3	Missoula
Beyer, Florence Adelle (Mrs.)	Bus Ad (1r)	Jr	2,3	Missoula
Biddiscombe, Bernadine Martha	Nurs Sp (1r)		3	Missoula
Biddle, Phyllis Anne	AS Physics	Sr	1,2,3	Butte
Bieber, Edna Kathryn	Nurs Sp (1r)		3	McIntosh, S.D.
Rierrum, Katharine Adkins (Mrs.)	SQ		4	Pony
Biffle, Marilyn Jo	Music	Fr	1,2,3	Helena
Biggs, Marie Irene	SQ Nurs Sp (1r)		4	Polson
Birkland, Charles Cornelius	Music	Fr	3	Denton
Bishop, Lois Kathleen	AS Human	Fr	1	Missoula
Blair, Josephine Ann	AS Biol Sci	So	1,2,3	Missoula
Blair, Robert Clarke	Journ	Jr	1,2,3	Staunton, Va.
Blinn, Doris Patricia	AS Soc Sci	So	1,2,3	San Gabriel, Cal.
Bodle, Orval Richard	AS Biol. Sci	So	1,2,3	Miles City
Boese, Richard George	Pharm	So	1,2,3	Richey
Bohm, June Eleanor	AS Biol Sci	So	1	Long Beach, Cal.
Bold, Cecilia Ann	SQ		4	Big Sandy
Bolster, Ella S. (Mrs.)	SQ (1r)		4	Bozeman
Booker, Mary Jane (Mrs.)	SQ		4	Great Falls
Borg, Carol Irene	Journ	Fr	1,2,3	Missoula
Bottomly, Mouriell McCord	AS Soc Sci	Fr	1,2,3	Helena

Name	Curriculum	Rank	Quarters in atten- dance	Residence
Boucher, Barbara Jean	SQ Nurs Sp (1r)	4		Missoula
Brackett, Florence Eleanor	Music	So	1,2,3	Plains
Brackman, Verna Lucille	Journ	Jr	1,2	Helena
Bradley, Mary Helen (Mrs.), B.A.	AS Hist	Gr	1	Missoula
Bradner, Beverly Ann	AS Soc Sci	So	1,2,3	Missoula
Brady, Doris Johnston (Mrs.)	AS Eng	Jr	1,2,3	Thompson Falls
Brager, Selma Agnes	AS Human	So	4,1,2,3	Missoula
Brandborg, Stewart M.	AS Biol Sci	So	1,2,3	Hamilton
Brandt, Bernadine R.	SQ		4	Whitewater
Bray, Pauline Frances	AS Human	Fr	1,2,3	Missoula
Brazelton, Janet Nichols (Mrs.)	Music	So	1,2,3	Missoula
Brenner, Susan Isabel	Music	Jr	1,2,3	Glendive
Brien, Frankie Poulline (Mrs.)	AS Human	Fr	1	Missoula
Brinton, Florence Ann, B.A.	SQ (1r)		4	Hamilton
Brocher, Thomas Joseph	SQ		4	Cut Bank
Brome, Mary Elizabeth	AS Econ	Jr	2,3	Missoula
Bronzie, Cristine Ann	SQ Nurs Sp(1r)		4	Avery, Idaho
Brovold, Mona Lorraine	AS Soc Sci	Fr	1,2,3	Forsyth
Brown, Agnes Longmuir, B.A.	SQ(1r)		4	Missoula
Brown, Ann Marie (Mrs.)	SQ		4	Missoula
Brown, Cecil N.	Law	Sr	1,2,3	Stevensville
Brown, Emily C. (Mrs.)	SQ (1r)		4	Alberton
Brown, Harold Baker, B. A.	AS Hist (1r)	Gr	3	Missoula
Brown, Philip Cornell	Bus Ad (1r)	Jr	1	Missoula
Brown, Shirley Sue	Journ	Fr	1,2,3	Bigfork
Brown, Tannissee Elizabeth	Journ	So	1,2,3	Missoula
Brownlee, Grace, B.A.	SQ		4	Gildford
Brutsch, Helen Mae	AS Eng	Jr	1,3	Helena
Bryan, Dorothy Mills (Mrs.)	SQ Nurs Sp(1r)		4	Missoula
Bryson, Anna Lucile	SQ		4	Manhattan
Bugli, Gloria Irene, B.A.	SQ		4	Missoula
Buntin, Nancy Jean	AS Home Ec	Sr	4,1	Lewistown
Burdick, Lewis Melvin	Bus Ad	Sr	4,1,2,3	Butte
Burgess, Francis Chalmers	AS Soc Sci	So	1,2,3	Billings
Burke, Barbara Lee	AS Soc Sci	Fr	1,2,3	Great Falls
Burke, Beverly G.	AS Home Ec	Sr	1,2,3	Billings
Burke, Mary Catherine	SQ		4	Cut Bank
Burke, Mary Elizabeth	AS Soc Sci	Fr	3	Helena
Burke, Molly Catherine	Journ	Fr	3	Helena
Burke, Norma Carleen	AS Soc Sci	Fr	1,2,3	Laurel
Burke, Patricia Anne	SQ (1r)		4	Missoula
Burton, Dorothy E., B.A.	SQ		4	Missoula

Name	Curriculum	Rank	Quarters in atten- dance	Residence
Burton, Florence E., B.A.	SQ		4	Missoula
Byrnes, Angela Kelly(Mrs.)	Bus Ad	Jr	4,1,2,3	Missoula
Callaghan, Josephine E. Mont. St. Nor. Col., B. Ed.	SQ		4	Three Forks
Campbell, Barbara Jean	AS Phys Sci	Fr	1,2,3	Kalispell
Campbell, Betty Albertine (Mrs.)	AS Soc Sci	So	3	Milltown
Campbell, Dorothy Vaughn	AS Phys Sci	So	1,2,3	Cut Bank
Campbell, Ilene Ruth	AS Soc Sci	Fr	1,2,3	Williams
Campbell, Jean Marie	AS Soc Sci	Fr	1,2,3	Helena
Campbell, LaVonne Marie	AS Home Ec	Jr	1,2,3	Glendive
Caplis, Dorothy May	SQ Nurs Sp (1r)		4	Missoula
Caplis, Patricia Helen	AS Human	Fr	4,1	Missoula
Caras, Ethel P.	Nurs Sp		2	Missoula
Caras, Irene Mae	AS Econ	Sr	4,1,2,3	Missoula
Carey, Charlotte Irene	Journ	So	1	Wolf Point
Carlson, Alcyon Martia	Journ	So	1,2,3	Los Angeles, Cal.
Carmean, Betty Lou	AS Phys Sci	Fr	1,2,3	Missoula
Carmichael, Shirley Frances	AS Soc Sci	Fr	2	Oakland, Cal.
Carroll, Joan Marie	AS Human	Fr	1,2,3	Corvallis
Carver, Barbara Ellen	AS Soc Sci	Fr	2,3	Hamilton
Casey, J. Marion	Educ (1r)	Jr	1	Missoula
Casey, Marian Josephine	AS Mod Lang	Jr	4,1,2,3	Helena
Centers, Evelyn Elizabeth	AS Soc Sci	So	2,3	Missoula
Cernazanu, Peter	For	Fr	2,3	Canyon Creek
Cerovski, Frank Michael	Bus Ad	Jr	1,2,3	Danvers
Cervski, Nick Johnathan	AS Phys Sci	Fr	1,2,3	Danvers
Cervenka, Stanley	Music	Fr	2	Lewistown
Chandler, Betty Ruth	AS Econ	Sr	1,2,3	Arlee
Chase, Anne Oser (Mrs.)	SQ		4	Billings
Cheadle, Mary Elizabeth	AS Soc Sci	So	1,2,3	Helena
Chesley, Nora E.	SQ		4	Missoula
Chinadle, Elsie Patricia	SQ		4	Hingham
Christensen, Essie Maude Univ. of Minn., B.S.	SQ		4	Mt. Horeb, Wis.
Christensen, Helen Merle	Pharm	Fr*	1,2,3	Lewistown
Clark, John Morris	AS Phys Sci	Fr	1	Mildred
Clark, Martha Carson	See Gasser, Martha Clark			
Clawson, Vivian Elaine (Mrs.) B.A.	AS Home Ec	Gr	3	Missoula
Clement, Mary Isabelle	AS Phys Ed.	Jr	2,3	Butte
Cloke, Harry H. Mont. St. Nor. Col., B.Ed.	Educ	Gr	2,3	Walkerville
Cobb, Luella Rea	SQ		4	Corvallis
Cocking, Ross Wilbur	Educ	Jr	4,1,2,3	Missoula
Coffey, Daniel Edmund	AS Math	Gr	3	Fargo, N.D.
Ill. St. Nor. Univ., Ed.B.				
Cogswell, Andrew C., B.A.; Univ. of Minn., M.A.	SQ		4	Missoula
Cole, Helen Ruth	Nurs Sp (1r)		1	Missoula

Name	Curriculum	Rank	Quarters in atten- dance	Residence
Cole, Lydia S. (Mrs.)	SQ		4	Darby
Cole, Marjorie E.	Journ	Jr	1,2,3	Great Falls
Collins, Carolyn	AS Med Tech	So	1,2,3	Butte
Colvill, Robert George	AS Soc Sci	So	1,2,3	Missoula
Connor, Peggy Olivia	AS Soc Sci	So	1,2,3	Helena
Cook, Edward James	Educ	Jr	2	Loredo
Cook, Lois Ann	AS Human	Fr	2,3	Clinton
Cooke, Mary Susan	Music	Fr	2	Billings
Copenhaver, Ernest Harold	SQ		4	Choteau
Mont. St. Nor. Col., B.Ed.				
Corbin, Patricia Ann	SQ		4	Poplar
Cornitius, Patty Ruth	AS Human	Fr	1,2,3	Missoula
Corrigan, Sister Patricia Marie	SQ (1r)		4	Missoula
Corriveau, Edna Josephine	AS Phys Sci	Fr	1,2,3	Missoula
Coughlin, Arlyne Jane	AS Soc Sci	Fr	1,2,3	Helmville
Couture, Evelyn J. Murray (Mrs.)	SQ		4	Arlee
Cowell, Anne	S & T Sp (1r)		1,2,3	Missoula
Cowell, Catherine Virginia	AS Mod Lang	Sr	4,1,2,3	Missoula
Craig, Dorothy Marie	AS Soc Sci	So	1,2,3	Missoula
Crandell, Keith Hawley	Journ	Fr	1	White Plains, N.Y.
Crane, Agnes (Mrs.)	SQ		4	Brusett
Crinklaw, Mark Stanton	AS Soc Sci	Fr	2,3	Geraldine
Crossen, Margaret Elizabeth	AS Biol Sci	Fr	1,2,3	Missoula
Crossley, Margaret Joyce, B.A.	AS Zool (1r)	Gr	4,1,2,3	Missoula
Crum, Patricia	SQ		4	Hysham
Crumby, George James	Journ	Fr	2,3	Butte
Culver, John Raymond	SQ		4	Stanford
Simpson Col. (Indianola, Ia.), B.A.				
Curry, Elmira Jean	AS Biol Sci	Fr	1,2	Great Falls
Cushman, Ella May H. (Mrs.)	AS Home Ec	Gr	4,1	Missoula
Mont. St. Col., B.S.				
Cuthbert, Jack Fogg, B.A.	AS Mod Lang	Gr	3	Drummond
Dahl, Norman Hans	AS Phys Sci	Fr	3	Missoula
Dahl, Ruth Eva	Journ	Fr	1,2,3	Sidney
Daigle, Helen Lavina	AS Phys Sci	So	4,1,2,3	Alberton
Daily, Roger Irwin	AS Phys Sci	So	1,2	Anaconda
Daly, Eileen Gervais	AS Human	So	1,2,3	Butte
Dare, Virginia	SQ		4	Helena
Darland, Mary Jane	SQ		4	Froid
Darling, John B.	SQ		4	St. Anthony, Idaho
Northern St. T. Col. (Aberdeen, S.D.), B.A.				
Darrow, Audrey Lee, B.A.	SQ		4	Butte
Daugherty, Xoa M. (Mrs.)	SQ		4	Darby
Dauwalder, Donna Faye	AS Soc Sci	Fr	1,2,3	Choteau
Davis, Dorothy Elizabeth	AS Mod Lang	Sr	1,2,3	Dillon
Davis, Eileen Thompson (Mrs.)	AS Engl(1r)	Jr	1	Missoula

Name	Curriculum	Rank	Quarters in atten- dance	Residence
Davis, Eva Elsa (Mrs.)	AS Phys Sci	So	1,2,3	Cut Bank
Davis, Ivor Paul	SQ		4	Hot S rings
Davis, Shirley Virginia	AS Human	so	1,3,2	Butte
Day, Geraldine Retta(Mrs.)	Nurs Sp (1r)		1	Philipsburg
Dean, Harriette Mary	Journ	Fr	1,2,3	Lansford, N.D.
DeGolier, Violet Isabella	AS Phys Sci	Fr	1,2,3	Polson
Dehnert, Frances	AS Soc Sci	So	1,2,3	Hardin
Dehnert, Patricia Ann	AS Soc Sci	Fr	1,2,3	Fairfield
Denend, Richard Harold	For	Fr	1,2,3	Missoula
Derry, Edith Elizabeth	AS Soc Sci	So	1,2,3	Billings
Dickinson, James Stewart	For	Fr	1	Missoula
Dickson, Jean, B.A.	SQ		4	Missoula
Dillavou, Harriet Louise	AS Hist	Sr	1,2,3	Billings
Dimaick, Helen Marcia	SQ		4	Missoula
Dineen, Jean Edeva	Journ	So	1,2,3	Butte
Dittli, Julia Josephine Maxyne	Nurs Sp(1r)		3	Kalispell
Dobbins, Wallace James	AS Soc Sci	Fr	2	Thompson Falls
Donegan, Joseph W.	AS Phys Sci	So	4,1,2,3	Whitefish
Donisthorpe, Oscar Lloyd	AS Soc Sci	Fr	1,2	Lewistown
Donohue, Mary Jo	AS Soc Sci	Fr	1,2,3	Anaconda
Dorsey, Dianne Lynn	AS Soc Sci	Fr	1,2,3	Deer Lodge
Dougherty, Elizabeth Eugenia	AS Soc Sci	So	1,2,3	Elliston
Douglas, Harriet C. (Mrs.)	SQ (1r)		4	Bozeman
Oberlin Col. (Ohio), A.B.				
Dorle, Martha G.	AS Hist	Jr	1,2,3	Dore, N.D.
Doyle, Rosemary Theresa	Nurs Sp(1r)		2	Missoula
Doyle, Virginia C.	AS Hist	Sr	4,1,2,3	Dore, N.D.
Drahos, Kenneth William	For	Sr	2,3	Sumner, Wash.
Draper, Hazel Virginia	AS Soc Sci	So	1,2,3	Helena
Dreibelbis, Louise	AS Soc Sci	So	4,1,2,3	Butte
Drew, Norma Jean	AS Soc Sci	So	1,2,3	Billings
Driscoll, Agnes Geraldine	SQ Nurs Sp (1r)		4	Charlo
Drum, Alice	Journ	So	1,2,3	Miles City
Dubisch, Joyce Marie(Mrs.)	AS Biol Sci(Prov)			
	(1r) So		1	Missoula
Duffy, Thomas Stephen	AS Zool	Sr	4,1,2,3	Butte
Dufresne, Anna Mildred(Mrs.)	Educ (1r)	Jr	1	Milltown
Dufresne, Sister Vincenza	Uncl		2,3	Great Falls
Dugan, William Lennox	For	Jr	1,2,3	Lander, Wyo.
Duncan, Margaret Eileen	AS Eng	Jr	1,2,3	Missoula
Durham, Betty Jean	Pharm	Fr	1,2,3	Missoula
Durham, Carolyn Havner	SQ (1r)		4	Missoula
Tufts Col. (Mass.), A.P.				
Dutchak, Lillian Mae	Music	Fr	1,2,3	Great Falls
Dye, Ruth C.	Music	So	1,2,3	Roundup
Earley, Helen Marie	SQ (1r)		4	Powderville
Earnheart, Iulu Ruth	AS Eng (1r)	Gr	2	Pendleton, Ore.
Ore. St. Col., B.S.				

Name	Curriculum	Rank	Quarters in atten- dance	Residence
Eder, Audrey Lorraine	AS Phys Sci	Fr	1,2,3	Ronan
Edinger, Marilyn Jane	AS Soc Sci	Fr	1,2,3	Evanston, Ill
Edmiston, Norma Anne	Music	Fr	1,2,3	Kalispell
Edmondson, Mary F.	Music	Fr	2,3	Browning
Edwards, Hugh Fredric, B.A.	Educ	Gr	3	Butte
Edwin, Russell Leon	AS Phys Sci	Fr	1,2,3	Great Falls
Eklund, Beverly Lavonne	AS Biol Sci	Fr	1	Great Falls
Elder, Patricia Gertrude	AS Home Ec	Sr	4,1,2,3	Missoula
Eldridge, Lillian Marie	SQ		4	Thompson Falls
Elliot, Jean Foxton	Bus Ad	Sr	1,2,3	Billings
Elliot, Marie Josephine	Music	Fr	4,1,2,3	Bozeman
Ellis, Audrey Yvonne	Journ	Fr	1,2,3	Cut Bank
Elwell, Mary Ruth	AS Human	Fr	1,2,3	Billings
Enevoldsen, Bernice Mary	Music	Sr	1	Billings
Engelhardt, Cora Belle	AS Human	Fr	4,1,2,3	Missoula
Engelking, Roberta Joan	Journ	So	1,2,3	Kevin
Enger, Marion Mabel	AS Med Tech	Fr	1,2,3	Deer Lodge
Engstrom, Helen Bernice	AS Biol Sci	Fr	1,2,3	Missoula
Enseleit, Esther, B.A.	SQ		4	Cut Bank
Ensrud, Marilyn Dorothy	AS Soc Sci	Fr	1,2,3	Butte
Erickson, Mabel Elizabeth, B.A.	SQ		4	Butte
Erickson, Sadie, B.A.	SQ		4	Butte
Erwin, Agnes McDougall (Mrs.)	SQ		4	Lodge Grass
Evans, Clara Marie	SQ Nurs Sp(lr)		4	Deer Lodge
Evans, Gean Van Orman (Mrs.)	SQ		4	Missoula
Evans, Jessie L. (Mrs.)	SQ		4	Missoula
Evans, Kathleen Edith	AS Soc Sci	Fr	1,2,3	Gardiner
Evans, L. Lloyd	Law	Sr	1,2,3	Missoula
Evans, Marie Dolores	AS Bact	Jr	4,1,2,3	Heart Mountain, Wyo.
Evans, Mary Louise	SQ (lr)		4	Ovando
Evans, Miriam Elaine	Music	Fr	1,2,3	Colstrip
Evans, Ralph Edgar	Journ	Fr	2,3	Bozeman
Evans, William Richard, B.A.	SQ		4	Roundup
Fagrellius, Jacqueline Jean	AS Soc Sci	Fr	1,2,3	Helena
Falkenhain, Lola Margaret	AS Soc Sci	Fr	1,2,3	Sidney
Fallis, Willard Rex	For	Sr	1,2,3	Nine Mile Falls, Wash.
Fanning, Donna Mae	AS Human	Fr	1,2,3	Butte
Faris, Donald T., B.A.	SQ		4	Missoula
Farnsworth, Muriel Virginia	Bus Ad	Jr	1,2,3	Missoula
Faust, Claudia Peterson (Mrs.)	SQ		4	Dillon
Mont. St. Nor. Col., B.Ed.				
Fee, Patricia Ruth	Nurs Sp(lr)		3	Polson

Name	Curriculum	Rank	Quarters in Atten- dance	Residence
Felix, Helen Minnie	SQ Nurs Sp(lr)		4	Corvallis
Felker, Preston R., B.A.	SQ		4	Hot Springs
Felt, James R., LL.B.	Law	Gr	3	Billings
Fenell, Frances Lolo	AS Human	So	1,2,3	Missoula
Ferguson, Carol Marie	AS Soc Sci	Fr	1,2,3	Helena
Feronato, Loretta Catherine	AS Phys Sci	Fr	1,2,3	Stevensville
Ferris, Leah Virginia	AS Human	So	1,2,3	Choteau
Fiedler, Francis William	Bus Ad	Sr	1,2,3	Stanford
Field, Hazel M. (Mrs.)	SQ		4	Missoula
Finley, Patricia E.	SQ		4	Missoula
Fisher, Marion Alice	AS Soc Sci	Fr	1,2,3	Missoula
Fisher, Vernell Leroy	AS Soc Sci	So	1,2,3	Fort Benton
Fitschen, Stuart Elmer	AS Soc Sci	Fr	1,2,3	Butte
Fitz, Clyde Thomas	AS Soc Sci	So	1,2,3	Hamilton
Flaherty, Mary Jo	AS Home Ec	Sr	1,2,3	Missoula
Flaherty, Sibyl Eileen	AS Home Ec	Sr	1,2	Great Falls
Fleming, Eugene Mentzer	AS Soc Sci	Fr	3	Eureka
Flint, Elaine Nelson (Mrs.)	AS Hist (lr)	Gr	3	Missoula
Col. of St. Scholastica (Duluth, Minn.), A.B., U. of Mich., A.B.				
Floyd, Marjorie Lee	AS Soc Sci	So	1,2,3	Butte
Flynn, Kathleen Anne	SQ		4	Missoula
Flynn, Mary Esther	AS Soc Sci	Fr	1	Kila
Fochs, Montana Rose	Pharm	Fr	1	Shawmut
Foley, Philip Charles	AS Soc Sci	Fr	1,2,3	Butte
Foor, Milton A.	AS Phys Sci	So	4,1,2,3	Wolf Point
Ford, Joan Katherine	AS Eng	Sr	1,2,3	Hamilton
Ford, Mae Olive	SQ		4	Butte
Ford, Mary Margaret	Bus Ad	Sr	1,2,3	Helena
Forsman, Ruby Christine	Educ (lr)	Jr	1,2	Glasgow
Fox, Edith B. (Mrs.)	SQ (lr)		4	Townsend
Frach, Virginia Mary	AS Econ	Jr	1,2,3	Great Falls
Fragomeni, Maribelle (Mrs.)	AS Soc Sci	Fr	1,2,3	Fort Benton
Frame, Dorothy M.	AS Home Ec	Sr	1,2,3	Big Sandy
Frame, Jean F.	AS Home Ec	Sr	1,2	Big Sandy
Frank, Charles L.	Educ	Jr	4,1,3	Laurel
Fraser, Marie Antoinette	AS Soc Sci	Fr	1,2,3	Billings
Frederick, Pauline	AS Soc Sci	So	1,2,3	Billings
French, Max Herbert	For	Fr	2,3	Gardiner
Fulmer, Margaret Alice	AS Soc Sci	Fr	1,2,3	Wyola
Fulton, Gwendolyn Byrl	Educ (lr)	Jr	4,1	Carlyle
Funk, Joyce M. Pascoe	Music	Fr	1,2,3	Deer Lodge
Funk, Wilbur Earl	Music	Fr	1,2,3	Bozeman
Furlong, Miles Thomas	Journ	Sp	3	Chester
Furstenberg, Aasa (Mrs.)	SQ		4	Big Timber
Galbraith, Jean Genevieve	Pharm	Sr	4,1,2,3	Livingston
Garrison, Margaret Marie	AS Soc Sci	So	1,2,3	Missoula
Gasser, Martha Clark (Mrs.)	Music	Sr	4,2,3	Missoula

Name	Curriculum	Rank	Quarters in Atten- dance	Residence
Gaston, Betty Anne	AS Soc Sci	So	1,2,3	Missoula
Gates, John Richard	SQ		4	Missoula
Gates, Maxwell Hyde, B.A.	SQ		4	Medicine Lake
Gau, Frances Jean	Bus Ad	Jr	1,2,3	Chester
George, Jean Marie	AS Phys Sci	So	1,2,3	Roscoe
Gerdum, Doris Marie	Educ	Jr	1	Lewistown
Gerhardt, Margaret Sanders	AS Econ	Sr	1,2,3	Anaconda
Gerike, Gertrude Anna Maria	AS Human (1r)	Fr	1,2	Minneapolis, Minn.
Ghilardi, Giuseppe Stefano	AS Human (1r)	(Prov)		
		Fr	3	Missoula
Ghirardo, Dona Francine	AS Soc Sci	Fr	1,2,3	Missoula
Gibbons, John Jarrard	SQ		4	Eureka
Gibney, Joseph John	AS Soc Sci	Fr	4,1,2,3	Worden
Gibson, Betty	AS Human	So	1,2	Great Falls
Gies, Raymond Russell	For	Sp	1,2,3	Monarch
Gilbert, Josephine Ann	AS Soc Sci	Fr	1	Circle
Gilbert, Mary Jeanne	AS Soc Sci	Fr	3	Billings
Gilbertson, Gladys	AS Med Tech	Fr	1,2,3	Coeur D'Alene, Ida.
Gillespie, Helen Peabody	AS Biol Sci	Fr	1,2,3	Missoula
Gillie, Margaret (Mrs.)	SQ (1r)		4	Missoula
Gilliland, Marian Jane	AS Soc Sci	So	1,2,3	Evanston, Ill.
Gordon, Constance Marion	AS Soc Sci	Fr	1,2,3	Helmville
Gorr, Mary Jane	Bus Ad	Sr	4,1	Anaconda
Gosman, Dorothy Anne	Pharm	Sr	1,2,3	Dillon
Grant, Dorothy Elizabeth	AS Hist	Jr	1,2,3	Miles City
Grant, Julie Barnes (Mrs.)	AS Hist	Sr	3	Missoula
Grasseschi, Norma Mary	AS Mod Lang	Jr	1,2,3	Black Eagle
Grater, William Clyde	For	So	1,2,3	Pittsburgh, Pa.
Grawe, F. Charlotte	AS Phys Sci	So	1,2,3	Kalispell
Gray, Don Ernest	AS Soc Sci	Fr	2,3	Missoula
Graykowske, Minnie Gladys	AS Soc Sci	So	1,2,3	Terry
Greaves, Donald Critchfield	AS Pre-Med	Jr	1,2,3	Great Falls
Greely, Theodore Allan	See St. Hill, Theodore Allen			
Green, Bette Jeane	Music	So	1,2,3	Big Sandy
Green, Rhea K.	SQ		4	Cut Bank
Greene, Rose Evangeline	SQ		4	Pony
Griffin, Paula Eugenie	AS Med Tech	Fr	1,2,3	Billings
Griffith, Lorraine Elsie	Journ	Sr	1,2,3	Williston, N.D.
Grilley, Helen E. (Mrs.)	Educ	Sr	1,2,3	Bigfork
Grimes, Gertrude Rogers (Mrs.)	SQ		4	Miles City
Grissom, Adaline McKenzie (Mrs.)				
Mont. Wesleyan Col., A.B.	Educ (1r)	Gr	1,2	Hamilton
Northwestern Univ., A.M.				
Grochow, Natalie Lelah	AS Home Ec	Sr	4,1,2	Polson
Groene, John S.	AS Math	Sr	4,1,2,3	Billings
Gross, Viola May	Journ	Fr	1	Helena
Grout, Louise Line (Mrs.), B.A.	SQ		4	Missoula
Grunert, Barbara Ann	AS Biol Sci	So	4,1,2,3	Butte



Name	Curriculum	Rank	Quarters in atten- dance	Residence
Grunhuvd, Hazel Norma	AS Soc Sci	Fr	4,1,3	Superior
Gunderson, Thomas H.	AS Soc Sci	Fr	2	Rio, Wis.
Gunkel, Helen Doane	AS Soc Sci	Fr	1,2,3	Missoula
Gunsch, Hertha	SQ		4	Elgin, N. D.
Gushart, Laude Fuller (Mrs.)	SQ		4	White Sulphur Springs
Scarritt Col. (Nashville, Tenn.), A.B., M.A.				
Gutcher, Gerald Dale	AS Soc Sci	Fr	1,2	Joplin
Hagan, Olive M. (Mrs.)	SQ (1r)		4	Missoula
Hagen, Patricia Corene	AS Mod Lang	Jr	1,2,3	Great Falls
Hague, Jean Dorothy	AS Soc Sci	Fr	1,2,3	Missoula
Hahn, Esther Justine	SQ		4	Palermo, N.D.
Hall, Barbara Ione	AS Soc Sci	Fr	1	Great Falls
Hall, Margaret Jane	SQ		4	Malta
Hall, Mary Lou	SQ		4	Havre
Hall, Walter Russell	AS Soc Sci	Fr	1,2,3	Livingston
Halter, Leona Laurent	Music	Sr	4,1,2,3	Sunburst
Halter, Leota Laurent	Music	Sr	4,1,2,3	Sunburst
Hamilton, Joanne Marie	AS Soc Sci	Fr	1,2,3	Polson
Hample, Ann Keeley	AS Human	So	1,2,3	Butte
Hamre, Vernon O.	For	Jr	1,2,3	Opportunity, Wash.
Hanley, Peggy Ruth	AS Soc Sci	Fr	1,2,3	Helena
Hansen, Esther Chloe	AS Soc Sci	Fr	3	Missoula
Hanser, Elizabeth Flora	Nurs Sp (1r)		3	Broadview
Hanson, Anna Jean	AS Econ	Sr	1,2,3	Spokane, Wash.
Hara, Roderick Hiroaki	AS Soc Sci	Fr	4,1,2	Hunt, Idaho
Harbine, Ruth Marie	AS Soc Sci	Fr	4,1	Plains
Harkness, Edna M.	SQ (1r)		4	Missoula
Harmon, Elaine M.	SQ		4	Chelsea, S.D.
Harper, Wallace Howard	SQ		4	Lewistown
Eau Claire St. Col. (Wis.), B. Ed.				
Harrington, Audrey Mary	AS Med Tech	Jr	2,3	Butte
Harris, Fonetta Mary	Nurs Sp (1r)		2	Missoula
Harris, Phyllis Eileen	Journ	Fr	1,2,3	Bigfork
Hart, Lois Winnifred	Music	So	1,2,3	Helena
Hartmann, Marjorie E.	SQ		4	Cut Bank
Hartpence, Arnold Conklyn	AS Hist	(Prov) Jr	4,1,2,3	Billings
Harwick, Anna Marie	AS Phys Sci	So	1,2,3	Deer Lodge
Hasty, Shirley Jean	AS Soc Sci	So	1,2,3	Livingston
Hausted, Elaine May	Journ	Sr	1,2	Missoula
Havely, Florence Jewel	AS Econ	Jr	1,2,3	Great Falls
Haynes, Esther E.	Educ (1r)	Jr	1	Missoula
Haynes, Frances Carol	AS Psych	Jr	4,1,2,3	Hamilton
Haynes, Norma Bardon (Mrs.)	SQ		4	Hamilton
Univ. of Wash., B.A.				
Headley, Marion Elizabeth	AS Med Tech	So	4,1,2,3	Missoula
Hefty, Sigurd O.	SQ		4	Conrad
Concordia Col. (Moorhead, Minn.), B.A.				
Heilman, George Byron	For	Jr	1,2,3	New Castle, Ind.

Name	Curriculum	Rank	Quarters in atten- dance	Residence
Heleen, Elaine (Mrs.)	AS Phys Sci	So	2,3	Polson
Helterline, Donald Eugene	AS Phys Sci	Fr	1,2,3	Plains
Hendrickson, Janis Joann	SQ		4	Turner
Hendy, Marjorie Elizabeth	AS Soc Sci	Fr	1,2,3	Glendive
Henry, Betty Jean	AS Phys Sci	Fr	1,2,3	Missoula
Hensrud, Ellen Martha	SQ		4	Nashua
Herd, Thelma Pauline	Music	So	2	Ferdig
Hernandez, Juan Alberto	AS Pre-Med	So	1	Santurce, P.R.
Herrmann, Samuel	Educ	Gr	3	Missoula
Ithaca Col. (N.Y.), B.S.				
Hetrick, Bettie Helen	SQ Nurs Sp(lr)		4	Saco
Hibbard, Mary Lee	Nurs Sp(lr)		3	Prineville, Ore.
Hiett, Elizabeth Ann	AS Phys Sci	So	1,2,3	St. Ignatius
Higa, Miyoshi	Pharm	Fr	2	Billings
Higbie, Harriet Grace	AS Biol Sci	Fr	1	Missoula
Hightower, Marjorie Steele (Mrs.)	S & T Sp		1,2,3	Missoula
Hill, Florence	SQ (lr)		4	Deer Lodge
Hillstrand, Bette Mayro	AS Biol Sci	Fr	1,2,3	Great Falls
Hillstrand, Marilyn Joyce	Journ	Jr	1,2,3	Great Falls
Pinman, Suzanne Jane	SQ		4	Helena
Finrichs, William L.	Bus Ad	Sr	1,2,3	Havre
Hite, Mark Pershing, B.A.	SQ		4	Missoula
Hodge, Mildred Wheeler (Mrs.)	AS Eng	Jr	1,2,3	Kalispell
Hodges, Lois Lorraine	AS Hist	Sr	1,2,3	Dutton
Hodgman, Beverly Jo	AS Phys Sci	So	1,2,3	Missoula
Hoffman, Bernard Gilbert	AS Math	Jr	1,2,3	Missoula
Hoffman, Edward James	SQ		4	Miles City
Hoffmann, Paul Eugene	Law	Jr	3	Missoula
Hogan, Harris Edward	AS Soc Sci	Fr	1,2,3	Missoula
Hohman, Helene M. (Mrs.)	Uncl		1	Missoula
Hollar, Kenneth L.	AS Soc Sci	So	1,2,3	Billings
Hollister, Catherine Risser (Mrs.)	SQ (lr)		4	Missoula
Mankato St. T. Col. (Minn.), B.Ed.				
Holmquist, Margaret Jane	AS Human	Fr	1	Coram
Holmquist, Venetta	AS Human	Fr	1,2,3	Coram
Holt, Margery Stratton	AS Soc Sci	Fr	2,3	Hamilton
Homer, Dolores Mae	AS Soc Sci	Fr	1,2,3	Wildrose, N.D.
Homer, Roberta Kaye	Nurs Sp(lr)		2	The Dalles, Ore.
Honeychurch, Fred Alexander, B.A.	SQ		4	Butte
Hoover, Elaine Io	AS Soc Sci	So	1,2,3	Circle
Hopkins, William Ludlow, B.A.	AS Psych(lr)	Gr	4,1	Missoula
Hork, Marian Anne	AS Soc Sci	Fr	1,2,3	Hamilton
Horn, Edith Hamilton (Mrs.)	SQ		4	Deer Lodge

Name	Curriculum	Rank	Quarters in atten- dance	Residence
Horn, John T.	For	Sr	2,3	Superior
Hornick, Andrew	AS Soc Sci	Fr	1,2,3	Sandcoulee
Hough, Jeanne Lora	AS Eng	Jr	1,2,3	Hermosa Beach, Cal.
Howard, Janette Graham	SQ		4	Missoula
Howard, Leone Guyda	AS Soc Sci	So	4,1,2,3	Missoula
Hcwell, Betty Ruth	AS Human	Fr	4,1,2,3	Missoula
Hoynes, Duane Joseph	AS Human	So	1,2,3	Malta
Hubbard, Kathleen Edith	Pharm	Sr	1,2,3	Polson
Hubley, Sherman Bernard	SQ		4	Sidney
Hughes, Sister Helen Clare	SQ		4	Missoula
Hull, Ethel Mertz, B.A.	AS Home Ec	Gr	3	Missoula
Hull, Mildred Carlson(Mrs.)	SQ (1r)		4	Missoula
Hunt, Helen Louise	AS Med Tech	So	1,2,3	Kalispell
Hunt, Phyllis Jeanne	AS Econ	Sr	4,1,2	Great Falls
Hunter, Lloyd C.	AS Human	Fr	1	Helena
Hunter, Marpha Patricia	AS Med Tech	So	1,2,3	Hinsdale
Hunter, Virginia Lee	AS Nurs Ed	Fr	2,3	Roundup
Hunton, Dorothy Hoff (Mrs.)	SQ		4	Missoula
Hvde, Betty Jo	AS Med Tech	Fr	1,2,3	Kalispell
Ibsen, Lois Rachel	Music	Fr	1,2,3	Kalispell
Ingle, Noreen B.	AS Phys Sci	So	1,2,3	Keene, N.D.
Irle, Raymond Lee	SQ (1r)		4	Glasgow
Hamline Univ. (St. Paul, Minn.), Ph.B.				
Irwin, Dorothy May	AS Human	Fr	1,2,3	St. Ignatius
Jacobs, Chloe Veda	SQ		4	Longview, Wash.
Mont. St. Col., B.S.				
Jacobson, Arthur Clarence	AS Phys Sci	Fr	1,2,3	Missoula
Jacobson, Edith Verna	AS Soc Sci	So	1,2,3	Scobey
Jackson, Marybelle	AS Soc Sci	So	1	Great Falls
Jakobson, Mark J.	SQ		4	Carlyle
James, Doris Gilmore (Mrs.)	AS Human	Fr	1,2	Three Forks
James, Robert H.	Music	Sr	1,2,3	Simms
Jamison, Gladys Pearl	SQ		4	Morrison, Ill.
Coe Col. (Cedar Rapids, Ia.), B.S.				
Jarosch, Blanche Norderhus(Mrs.)	AS Soc Sci	Fr	2	Missoula
Jarussi, Lillian E.	SQ		4	Red Lodge
Mont. St. Nor. Col., B.Ed.				
Jarussi, Loretta Adele	SQ		4	Red Lodge
Mont. St. Nor. Col., B. Ed.				
Jeffers, Jane Ellen	AS Eng	Jr	1,2,3	Ennis
Jeffery, Marian Elaine	AS Biol Sci	Fr	1,2,3	Denton
Jellison, N. Lee	Journ	So	1,2,3	Hobson
Jenkin, Mary Elizabeth	Bus Ad	Sr	4,1,2,3	Butte
Jensen, Doris Marie	AS Soc Sci	Fr	1,2,3	Anaconda
Jenson, Inga Mildred	Nurs Sp (1r)		3	Avery, Idaho
Jewell, L. Paul	Law	Sr	1,2,3	Missoula

Name	Curriculum	Rank	Quarters in Attendance	Residence
Johnsen, Betty Louise	SQ		4	Cohagen
Johnson, Alice E., B.A.	SQ		4	Harlowton
Johnson, Barbara Wilson (Mrs.)	AS Soc Sci	So	1,2,3	Lewistown
Johnson, Bette Jean	Nurs Sp (1r)		2	Rupert, Idaho
Johnson, Dorothy Mae	AS Human	So	1,2,3	Hall
Johnson, Edris Aileen	Journ	Fr	1	Hot Springs
Johnson, Janice Meredith	Music	Sr	4,1,2,3	Belt
Johnson, Jean Carol	AS Soc Sci	So	1,2,3	Ronan
Johnson, Karma Rae	Journ	Sr	1,2,3	Butte
Johnson, Lila Hartling (Mrs.)	SQ		4	Deer Lodge
Johnson, Norene Grace	AS Human	Fr	1	Great Falls
Johnson, Richard John	For	Fr	1	Morris, Ill.
Johnson, Robert Edgar	Law	Jr	4,1,2,3	Helena
Johnson, Shirley Elaine	AS Human	Fr	1,2,3	Williston, N.D.
Johnson, Shirley Ruth	AS Human	So	1,2,3	Havre
Johnson, V. Elaine	AS Biol Sci	Fr	1,2,3	Helena
Johnston, Carolyn	Nurs Sp(1r)		2	Logan
Johnston, Doris	see Brady, Doris Johnston			
Jones, Ada May Susie	AS Phys Sci	So	1,2	Missoula
Jones, Barbara Lois	AS Human	Fr	1,2,3	Missoula
Jones, Betty Pearl	AS Soc Sci	So	1,2,3	Lewistown
Jones, Ellsworth Ward	AS Econ	Sr	1,2,3	Missoula
Jones, Elsie B. (Mrs.)		Sp	1	Missoula
Jones, Gordon H.	AS Phys Sci	Fr	1	Missoula
	(1r)			
Jones, John Hardesty	SQ		4	Missoula
Jones, Kathryn P., B.A.	Educ (1r)	Gr	1	Missoula
Jones, Kyle, B.A.	SQ (1r)		4	Missoula
Mont. St. Col., B.S.				
Jones, Marigail	AS Human	So	1,2,3	Lewistown
Jordan, Elizabeth Frances	AS Phys Sci	So	1,2,3	Butte
Jordan, Welva Jane	SQ		4	Missoula
Joscelyn, Alden Lynn	Pharm	Fr	1,2,3	Missoula
Jungers, Betty Lou	Nurs Sp (1r)		1	Missoula
Jungers, Margaret Ruth	AS Phys Sci	Fr	1	Kalispell
Kaber, Emma Lou	AS Engl	Jr	1,2	Whitefish
Kallgren, Helene Elizabeth	Journ	Fr	1,2,3	Butte
Kambo, Blanche Elsie	Journ	Fr	1,2,3	Warm Springs
Keel, Charles Howard	SQ		4	Butte
Keig, Edythe J.	Bus Ad	Jr	1,2,3	Anaconda
Keil, Glen Dale	AS Soc Sc	Fr	1,2,3	Conrad
Kekich, Thelma Jean	Hist(1r)	Jr	4,1,2	Missoula
Kelley, Anna Josephine	AS Biol Sci	So	1,2,3	Missoula
Kelley, Janice	AS Econ	Jr	1,2,3	Hardin
Kelley, Jeanne R.	AS Home Ec	Jr	1,2,3	Hardin
Kelly, Jean Gladys	AS Soc Sci	Fr	1,2,3	Kalispell
Kelly, Katherine M.	AS Hist	Jr	1,2,3	Anaconda

Name	Curriculum	Rank	Quarters in atten- dance	Residence
Kelly, Mary Agnes	AS Soc Sci	Fr	1,2,3	Butte
Kelnhofer, Evelyn Seelye	SQ		4	Miles City
Kelphofer, Mae Ruth	SQ		4	Miles City
Kelson, Frances Mae	AS Med Tech	Fr	1,2,3	Missoula
Kennedy, Bertha Elizabeth (Mrs.)	SQ (1r)		4	Missoula
Kennedy, Kathryn Mills (Mrs.), B.A.	SQ		4	Seattle, Wash.
Kennedy, Patricia Dee	AS Econ	Sr	4,1,2,3	Missoula
Kennett, Bette E.	AS Hist	Sr	4, 1,2,3	Lewistown
Kern, Anna Lou	AS Phys Sci	Fr	1,2,3	Butte
Kern, Donald George	AS Phys Sci	Fr	1,2,3	Livingston
Kern, T. Ann	AS Mod Lang	Jr	1,2,3	Hays
Kerr, Margaret Roellen	Bus Ad	Sr	1,2,3	Bozeman
Key, Golda Alberta (Mrs.)	Uncl		1	Missoula
Keys, Florence Mae	SQ		4	Wibaux
Kezar, Mary Jean	Journ	Fr	1,2	Kremmlin
Kidd, Mary Alyne	Journ	Fr	1,2,3	Deer Lodge
Kilpatrick, Wanda Marie	Music	Fr	1,2,3	Hardin
King, Charles John	AS Phys Sci	Fr	2,3	Anaconda
King, Eloise Mae	AS Nurs Ed	So	1,2,3	Missoula
King, Walter Neil	AS Eng	Sr	1,3	Missoula
Kingsford, Ethel Maxine	Bus Ad	Sr	1,2,3	Missoula
Kinkade, Jane	AS Mod Lang	Sr	1,2,3	Missoula
Kirkwood, Carolyn Marie	Journ	Fr	1,2,3	Missoula
Kirschner, Dorothy Alice	Pharm	So	1,2,3	Townsend
Klugh, Marilyn Jane	AS Soc Sci	Fr	1,2,3	Conrad
Knudson, Vivian Barbara	AS Soc Sci	So	1,2,3	Camps Pass
Knutson, Vivian Ellen	Educ (1r)	Jr	4,1,2,3	Missoula
Koechel, Helen Ruth	AS Phys Sci	Fr	1,2,3	Saco
Koefod, Kathleen Mae	Journ	Fr	1,2,3	Havre
Koen, Thorbjorn	SQ		4	St. Ignatius
Minot St. T. Col. (N.D.), B.A.				
Koenig, Mary Faith	AS Human	Fr	1,2,3	Conrad
Koerber, Regina Elizabeth	Nurs Sp (1r)		1	Manhattan
Koetter, Jack W.	AS Pre-Med	Jr	1,2,3	Great Falls
Korn, Kathryn Flora	AS Soc Sci	Fr	1,2,3	Kalispell
Kratz, Betty June	AS Soc Sci	So	1	Absarokee
Krebsbach, Audrey Kathryn	Journ	Fr	2	Missoula
Kuehn, Jean Louise	AS Soc Sci	Fr	1	Missoula
Kuenning, Florence Marie	AS Soc Sci	So	1,2	Spokane, Wash.
Kuschel, Justine Hughes (Mrs.)	AS Fine Arts	Jr	1,2,3	Missoula
Kyle, Lura Mabel (Mrs.)	SQ		4	Hamilton
Lacklen, Marian Avis	AS Soc Sci	So	1,2,3	Billings
LaCroix, Lillian Mary	AS Nurs Ed	Fr	3	Missoula
Lamb, Carl Clinton	AS Soc Sci	Fr	2,3	Billings
Lamey, Dorothy Catherine	Law	Sr	1,2,3	Billings
Lampi, Leona Lillian	AS Eng	Sr	4,1,3,2	Red Lodge
Landis, Laura Gebiner (Mrs.)	Uncl		3	Brooklyn

Name	Curriculum	Rank	Quarters in atten- dance	Residence
Landsrud, Marjorie Anne	AS Soc Sci	Fr	1	Great Falls
Lane, Emalee Frances	AS Soc Sci	Fr	1	Helena
Lane, Howard Harvard	Uncl		2	Missoula
LaPine, Eva Elizabeth	AS Soc Sci	So	1,2	Watkins
Larkin, Doris Ann	AS Phys Sci	Fr	1,2	Fairfield
Larkin, Imo Alice (Mrs.)	AS Nurs Ed	Fr	1	Missoula
LaRowe, Mary Elizabeth (Mrs.)	SQ		4	Circle
LaRowe, Orville Lee	For	Fr	1	Circle
Larsen, Dolores Haas (Mrs.)	AS Mod Lang	Sr	4,1,2,3	Missoula
Larson, Lois Jane	AS Biol Sci	Fr	1,2,3	Kalispell
LaRue, Helen Vee	Pharm	Jr	1,2,3	Hot Springs
Latimer, Geraldine Faye	Journ	Fr	1,2,3	Billings
Laulo, Emma Elizabeth	AS Human	So	1,2,3	Great Falls
LaVelle, Willa Marie	Music	So	4,1,2,3	Butte
Lavine, Richard L.	For	Sr	1,2,3	Virginia, Minn.
Leaphart, Frances Maroie	AS Phys Sci	So	4,1,2,3	Missoula
Lear, Lillian Gertrude (Mrs.)	SQ		4	Hamilton
Leavens, Walter Bain	AS Soc Sci	So	1	Miles City
LeBrun, Eugene Louis	AS Soc Sci	Fr	1,2,3	Ronan
Lee, Peggy	AS Chem (1r)	Sr	4,1,2,3	Montague
Lehman, Dorothy Elizabeth	AS Biol Sci	So	1	Hamilton
Leibach, Lois Goodman (Mrs.)	AS Soc Sci	So	1,2,3	Plentywood
Leigh, Margaret Thrailkill (Mrs.)	Journ	Sr	2	Missoula
Lemire, Mary Shull (Mrs.)	AS Home Ec			
B.S. and B.A.	(1r)	Gr	1	Missoula
Leonard, Catherine Marie	AS Eng	Sr	1,2,3	Miles City
Leonard, Helen Louise	SQ		4	Harrison
Leonard, Robert W.	SQ		4	Harrison
Leonardi, Rosie	Nurs Sp (1r)		1	Hamilton
Lester, Gerald Thomas	Journ	Sr	1,2,3	Miles City
Letellier, Virginia	Music	So	1,2,3	Klein
LeValley, Mary Dana	Pharm	Sr	1,2,3	Brockway
Lewis, Allen LaRue	AS Soc Sci	So	1,2,3	Livingston
Lewis, Marvin	AS Hist	Sr	1,2,3	Camden, N.J.
Liebig, Frances	AS Eng	Sr	2,3	Kalispell
Lightfoot, Frank Edward	AS Eng (1r)	Jr	4,2	Missoula
Lindstrom, Mary Jane	AS Soc Sci	Fr	1,2,3	Carlyle
Line, Louise Chapman (Mrs.)	SQ (1r)		4	Missoula
Univ. of Wis., M.A.				
Linfield, Margaret Lois	SQ		4	Bozeman
Lingafelter, Betty Maxine	AS Soc Sci	Fr	1,2	Wichita, Kans
Lissa, Lilly Ramona	AS Soc Sci	Fr	1,2,3	Billings
Lister, Lila Lee	AS Med Tech	So	1,2,3	Missoula
Little, Jessie Romer	SQ		4	Bonner
Littleton, Dorothy-Ann	SQ (1r)		4	Missoula
Livdahl, Jean Claire	Music	Jr	1,2,3	Malta
Livdahl, Thelma Naomi	AS Biol Sci	So	4,1,2,3	Malta

Name	Curriculum	Rank	Quarters in Atten- dance	Residence
Lloyd, Beatrice Florence	AS Soc Sci	Fr	1,2,3	Butte
Lockhart, Mary Belle	AS Human	Fr	1,2,3	Missoula
Lommasson, Thomas Edward	AS Phys Sci	So	1	Missoula
Longpre, Margarite Ramona	AS Human	Fr	1,2,3	Missoula
Loughran, Barbara Sterling	AS Soc Sci	So	1,2,3	Asheville, N.C.
Lovberg, Jean Elizabeth	AS Phys Sci	Fr	1,2,3	Missoula
Lowthian, Archie Winston	AS Soc Sci	So	1,2,3	Peerless
Loyning, Clara Mae	AS Soc Sci	Fr	1,2,3	Bridger
Lozar, Stephen A.	AS Soc Sci	Fr	1,2	Dixon
Lucas, James Peter	AS Soc Sci	So	1,2,3	Miles City
Luchsinger, K. Joyce	AS Soc Sci	Fr	1,2,3	Richey
Lucy, Charlene Vandyke	AS Soc Sci	Fr	1,2,3	Missoula
Luebben, Mary Ann	Journ	Jr	1,2,3	Dillon
Lund, Helen Ann	Journ	So	1,2,3	Reserve
Lungren, Charlotte Eloise	SQ		4	Shelby
Univ. of Wyo., B.S.				
Lutz, Ruth Boyum (Mrs.)	SQ		4	McCone City
Concordia Col. (Moorhead, Minn.) B.A.				
Lynch, Faith E. (Mrs.)	SQ		4	Missoula
McCabe, Virginia Jane	SQ		4	Billings
McCarthy, Colleen	For	So	2,3	Missoula
McCarthy, Laurie Adele	AS Phys Sci	So	1,2,3	Townsend
McCarthy, Frank Patrick	AS Phys Sci	So	1,2,3	Boulder
McCauley, John Bernhard	Journ	Sr	1	Miles City
McCole, Sister M. Remigius	SQ		4	Anaconda
Col. of Educ. (Great Falls), M.A.				
McConnell, Carole Shirley	AS Bact	Jr	4, 1	Anaconda
McConochie, Marilyn Lee	AS Human	So	1,2,3	Lewistown
McCool, Colleen	AS Eng	Sr	4,1,2,3	Butte
McCorkle, Panayiota A. (Mrs.)	SQ		4	Conrad
American International Col. (Springfield, Mass.), B.A.				
McCormick, Cora Quast (Mrs.), B.A.	SQ		4	Stevensville
McCullough, Patricia Jean	Journ	So	1,2,3	Mullan, Idaho
McDonald, Billie Dahl	AS Soc Sci	Fr	1,2,3	Great Falls
McDonald, Donald George	AS Biol Sci	Fr	1,2	Miles City
McDonald, Helen McRae	AS Soc Sci	Fr	1,2,3	Missoula
McDonald, Irene Gladys (Mrs.)	SQ (1r)		4	Walla Walla, Wash.
McDonald, Judith Linden	AS Human	So	2	Missoula
McDonald, Margaret Elizabeth	Nurs Sp(1r)		2	Philipsburg
McDonald, Sister Mary Loyola	SQ(1r)		4	Missoula
Gonzaga Univ., Ph.B.				
McDonald, Shirley Dolores	AS Soc Sci	So	1,2	Great Falls
McDougal, Beverly Regis	Educ	Sr	1,2,3	Philipsburg
McDougall, Bessie Ruth (Mrs.)	SQ		4	Lodge Grass
McGarry, Edison Ford	AS Biol Sci	Fr	2	Butte
McGee, Anna Margaret	AS Soc Sci	Fr	1,2	Great Falls
McGiffin, Tom	AS Soc Sci	So	4,1,2,3	Great Falls

Name	Curriculum	Rank	Quarters in atten- dance	Residence
McGregor, Helen B., B. A.	SQ (1r)		4	Butte
McGuire, Catherine Genevieve	Nurs Sp (1r)		1	Twin Bridges
McHugh, Mary Catherine	Nurs Sp (1r)		3	Multnomah, Ore.
McIlroy, Maud Birnel (Mrs.)	SQ (1r)		4	Grantsdale
McIntyre, Lanerne Rae	Music	Fr	1,2,3	Laurel
McKee, Bertha Ann	Bus Ad	Sr	4,1,2,3	Kevin
McKenzie, Dorothy Jean	AS Soc Sci	Fr	1,2,3	Philipsburg
McLaughlin, Geraldine Claire (Mrs.)				
	AS Biol Sci	Fr	2,3	Havre
McLeod, Carol Evelyn	AS Human	Fr	2,3	Medora, N.D.
McRae, Madge Geraldine, B.A.	SQ		4	Hall
MacDonald, Alma Louise	SQ (1r)		4	St. Ignatius
Mac Donald, Marsh Lois	Journ	Fr	1,2,3	Missoula
MacDonald, Mary Louise	SQ		4,	Helena
MacGregor, Flora Jean	Bus Ad	Jr	1,2,3	Hobson
MacKenzie, Louise	AS Soc Sci	So	1,2,3	Havre
MacKenzie, M. Loraine	AS Hist	Sr	4,1,2,3	Havre
Mace, Sister Agnes Kathleen	SQ		4	Missoula
Gonzaga Univ., B.A.				
Mont. St. Univ., M.A.				
Mackenzie, Thomas Archibald	AS Phys Sci	Fr	1,2	Great Falls
Mackey, Gloria Evelyn	Nurs Sp (1r)		1	Arlee
Mackey, Virginia Sue	AS Home Ec	Sr	1,2,3	Seattle, Wash.
MacLay, Mary Jean Virginia	AS Soc Sci	Fr	1,2,3	Florence
Madison, Betty Jeanne	AS Mod Lang	Sr	1,2,3	Great Falls
Madison, Marilyn Lou	AS Med Tech	So	1	Great Falls
Madole, Herbert William	AS Soc Sci	Fr	1,2	Whitefish
Mahan, Shirley Twohy (Mrs.)	SQ		4	Helena
Mahony, Kathryn Elizabeth	Journ	Fr	1,2,3	Townsend
Mahrt, Lena Eva (Mrs.)	Educ (1r)	Sr	1	Missoula
Malcolm, Edith Ward (Mrs.)	SQ		4	Sanders
Malee, Maiben Mary	AS Phys Sci	Fr	3	Anaconda
Manix, Mabel Ellen	Bus Ad	Sr	1,2,3	Augusta
Manix, Sara Virginia	SQ		4	Augusta
Manley, Herbert LeRoy	AS Soc Sci	So	4,1,2	Montague
Manning, Leslie Geraldine	AS Mod Lang	Sr	4,1,2,3	Philipsburg
Manning, Vivian Ruth	AS Hist	Sr	1,2	Hysham
Mannix, Lorraine Louise	AS Psych	Jr	1,2,3	Helmville
Mannix, Lucille Marie	AS Human	So	1,2,3	Helmville
Mansfield, Margaret Elizabeth	AS Human	Fr	1,2,3	Grant
Margetts, Lester Harold Jr.	AS Pre-Med	Jr	1,2,3	Missoula
Marks, Douglas Berle	AS Soc Sci	Fr	1,2	Clancey
Markuson, Theodora Arline	Educ	Sr	1,2,3	Kalispell
Marr, Frank Sigel Jr.	AS Phys Sci	Fr	4,1	Lewistown
Marrs, Mary Lou	Bus Ad	Sr	1,2,3	Harlowton
Marrs, Patricia Courtney	AS Soc Sci	Fr	1,2,3	Missoula



Name	Curriculum	Rank	Quarters in Atten- dance	Residence
Marsillo, Doris Virginia	Journ	Fr	1,2,3	Garrison
Martin, David Clayton	Journ	Fr	1,2,3	Missoula
Martin, Lillian Maxine	AS Home Ec	Jr	4,1,2,3	Stanford
Martin, Mary Elizabeth K. (Mrs.) Pittsburg T. Col. (Kans.), B.S.	SQ (1r)		4	Hamilton
Martin, Ruth Eleanor	Music	Jr	1,2	Billings
Martin, Winifred Leigh (Mrs.)	SQ (1r)		4	Missoula
Marty, Doris Josephine	SQ Nurs. Sp(1r)		4	Newcastle, Wyo.
Mast, Marian Joyce	AS Phys Sci	So	1,2,3	Missoula
Mather, Anna Vee	AS Soc Sci	So	1,2,3	Glasgow
Mather, Dorothy Martin (Mrs.)	AS Hist	Jr	3	Two Dot
Mathison, Robert Sanford	For	Fr	1,2,3	Lindsay
Matteson, Pearl M.	SQ (1r)		4	Great Falls
Univ. of Minn., B.A.				
Mayer, Evelyn D. (Mrs.)	SQ		4	Malta
Adams St. T. Col. (Alamosa, Col.), A.B.				
Mayes, James Ellis	AS Phys Sci	Fr	2	Long Beach, Cal.
Maynard, Virginia Jane	AS Soc Sci	Fr	1,2,3	Billings
Meehan, Gloria Ann	AS Biol Sci	Fr	1,2,3	Butte
Mekvold, Alf Bennet	SQ		4	Dixon
Dickinson St. T. Col. (N.D.), B.A.				
Menard, Barbara May	AS Human	Fr	1,2,3	Butte
Mertes, Edna Mae	SQ		4	Coffee Creek
Metelman, Irene Ann	AS Human	Fr	1,2,3	Stevensville
Metzner, Shirley Mae	AS Human	Fr	1,2,3	Trego
Mikkelson, Patricia	AS Soc Sci	Fr	1	Boulder
Miles, Sara Mildred	AS Soc Sci	So	1,2,3	Powderville
Miller, Dale Frederick	AS Phys Sci	Fr	1	Wolf Point
Miller, Grayce Violet	See Siladi, Grayce Miller			
Miller, Nona Susan	Nurs Sp (1r)		2	Ronan
Miloglav, Jean Houtz	AS Econ	Sr	1,2,3	Missoula
Miner, Jean Harriet	AS Biol Sci	So	1,2,3	Evanston, Ill.
Mitchell, Elaine	AS Soc Sci	Fr	1,2,3	Great Falls
Mitchell, Wardie Joyce	AS Soc Sci	So	1,2,3	Helena
Mitchell, Margaret Helen	Bus Ad	Sr	2,3	Anaconda
Mitchell, Marjorie Anne	Journ	Fr	1,2,3	St. Ignatius
Mittelstaedt, Ruth Gladys	AS Home Ec	Jr	1,2,3	Missoula
Moderie, Doris Mae	SQ Nurs Sp(1r)		4	Arlee
Mondt, Margaret Mae	Pharm	Fr	1,2,3	Bridger
Monrad, Habel S. (Mrs.)	Educ (1r)(Prov)	Jr	1	Missoula
Montgomery, Rubv Jacobson (Mrs.) B.A., M.A.	AS Mod Lang (1r)	Gr	4,2	Missoula
Moody, Miriam	Bus Ad	Jr	1,2,3	Missoula
Moore, George B	SQ		4	Sheridan
Moore, William Verde B.A.	Law	Gr	2,3	Denver, Col.
Moore, Winnafern (Mrs.)	Educ (1r)	Jr	1,3	Missoula
Morgan, Frances Pauline	Pharm	3r	4,1,2,3	Anaconda

Name	Curriculum	Rank	Quarters in atten- dance	Residence
Morger, James Frank	AS Soc Sci	Fr	1,2	Fort Benton
Morin, Sister Mary Trinitas	AS Fine Arts	Gr	2,3	Missoula
Col. of Educ. (Great Falls), B.A.				
Morin, Robert Willis	Educ	Sr	4,1,2,3	Missoula
Morris, Gloria Kathleen	AS Soc Sci	Fr	1,2,3	Billings
Morris, Helena Gene	Journ	So	1,2,3	Corvallis
Morris, Ivy Jeanne	AS Human	Fr	4,1	Superior
Morris, Mary Elinor (Mrs.)	SQ (1r)		4	Missoula
Morrow, Kenneth Charles	AS Pre-Med	Jr	1,2	Fort Benton
Morrow, Mary B.	AS Soc Sci	So	1,2,3	Oak Park, Ill.
Morse, Kathryn Jane	AS Soc Sci	Fr	2,3	Anaconda
Mosser, Elisabeth Ann	AS Human	So	2,3	Chinook
Mouat, Ellen A.	Journ	Fr	1,2,3	Myers
Moy, Robert James	AS Phys Sci	Fr	1,2	Great Falls
Muir, Robert Macaulay	AS Soc Sci	Fr	1,2,3	Great Falls
Mulligan, Bess Mildred	Pharm	Fr	1,2,3	Butte
Murphey, Jane L.	Journ	So	1,2,3	Missoula
Murphey, Patricia Lou	AS Biol. Sci	So	1,2,3	Missoula
Murphy, Anne Marie	Bus Ad	Sr	1,2,3	Stevensville
Murphy, Corne Ann	S & T Sp		3	Missoula
Murphy, Eileen Theresa	SQ		4	Anaconda
Murray, Betty Jean	AS Soc Sci	So	1,2,3	Glendive
Murray, Mildred Joan	AS Biol Sci	Fr	1,2,3	Missoula
Mushburger, Mary Wemple	SQ (1r)		4	Virginia City
Myrick, Roberta Lois	SQ		4	Missoula
Nelson, Alice Marie	SQ		4	Milltown
Nelson, Beatrice C.	Uncl		2	Absarokee
Nelson, Betty Lou	Nurs Sp (1r)		2	Shelby
Nelson, Dorothy Ellen	AS Biol Sci	So	1,2,3	Great Falls
Nelson, Gladys Ann	SQ		4	Wahpeton, N. D.
Nelson, Ina Ruth (Mrs.)	SQ		4	Joplin
Nelson, Lois Patricia	Journ	Jr	1,2,3	Missoula
Nelson, Peggy Jean	Nurs Sp(1r)		2	Thermopolis, Wyo.
Nemec, Charles Frank	AS Soc Sci	Fr	2,3	Lewistown
Newberg, Mary Lou	Nurs Sp (1r)		2	McMinnville, Ore.
Newman, Margaret Louise	AS Med Tech	So	1,2,3	Butte
Newton, Minnie Edyth	AS Phys Sci	Fr	1,2,3	Power
Nichols, Betty Grayce	AS Human	Fr	1,2,3	Miles City
Nicol, Betty May	AS Econ	Jr	1,2,3	Missoula
Nielsen, H. Margrethe (Mrs.)	AS Chem	Sr	1,2	Glasgow
Nielsen, Patricia Ann	AS Human	So	1,2,3	Chicago, Ill.
Niemi, Marie Anne	AS Soc Sci	Fr	1,2,3	Helena
Noblitt, Betty Mae	AS Soc Sci	So	1,2,3	Denton
Nokleby, Beverly Jean	AS Soc Sci	Fr	1	Helena
Nommensen, Mary Mabel	Nurs Sp (1r)		3	Kalispell
Norem, Stanley C.	SQ		4	Marmarth, N. D.
N.D. St. T. Col. (Valley City), B.A.				
Norris, Adele Kraabel	SQ		4	Missoula
Nye, Hilda M.	SQ		4	Glendive
Nye, Ruth Ellen	AS Soc Sci	Fr	3	Dixon

Name	Curriculum	Rank	Quarters in atten- dance	Residence
Nygren, Carolyn Marie	Music	Fr	1,2,3	Hobson
O'Brien, Edmund Charles	AS Soc Sci	Fr	1,2,3	Bigfork
O'Brien, Rosemary Teresa	SQ		4	Havre
Col. of St. Catherine (St. Paul, Minn.), B.A.				
O'Connell, Mallory Anne	Journ	So	1,2,3	Butte
O'Donnell, Martha Carol	SQ Nurs Sp(lr)		4	Billings
Odum, Lola Irene	SQ		4	Werner, N.D.
Oien, Joyce Inver	AS Soc Sci	Fr	1,2,3	Wildrose, N. D.
Oksendahl, Wilma Juanita	AS Soc Sci	So	1,2,3	Plentywood
Oktabec, Helen Ruth, B.A.	SQ		4	St. Ignatius
Oktabec, Josephine, B. A.	SQ		4	St. Ignatius
Olcott, Ruth Marie	AS Mod Lang	Jr	1,2,3	Red Lodge
O'Loughlin, Catherine Adele	Bus Ad	So	1	Missoula
O'Loughlin, Florence Irene	Nurs. Sp(lr)		1	Missoula
Olsen, Carlin B.	AS Human	So	1,2	Billings
Olson, Carol Marian, B.A.	SQ		4	Townsend
Olson, Doreen Leona	AS Phys Sci	Fr	1,2,3	Kalispell
Olson, Florence Nadine	AS Soc Sci	So	1,2,3	Butte
Olson, Joan Evelyn	AS Soc Sci	Fr	1,2,3	Missoula
O'Neill, Mary Margaret	SQ Nurs Sp(lr)		4	Harlowton
O'Neill, Mary Patricia	Nurs Sp (lr)		1	Harlowton
O'Fatt, Patricia Alice	SQ Nurs Sp (lr)		4	Missoula
Opdahl, Hazel Ruth	SQ		4	Missoula
Orner, Marjorie Elizabeth	AS Soc Sci	So	1,2,3	Lewistown
Ostborn, Patricia Frances	AS Human	So	1,2	Oracle, Ariz.
Oster, Clinton V.	AS Hist	Jr	2,3	Billings
Owen, Patricia Jeanne	Nurs Sp (lr)		2	Great Falls
Packer, Helen Mae	AS Human	Fr	1,2,3	Miles City
Paddock, Donald Arthur	Law	Jr	4,1,2,3	Missoula
Pantzer, Betty Ann	AS Soc Sci	So	1,2,3	Livingston
Park, Mary Patricia	AS Phys Sci	Fr	2,3	Spokane, Wash.
Parr, Elaine Rowena	Music	Fr	3	Hamilton
Parsons, Florence Myrtle (Mrs.)	SQ		4	Patterson, Ida.
Pascoe, Joyce M.	See Funk, Joyce Pascoe			
Paterson, Mary Catherine	AS Human	So	1,2,3	Kalispell
Patten, Oscar Marion	For (lr)	Gr	2	Missoula
Col. St. Agric. Col., B.S.				
Patton, Effie Ann	SQ		4	Missoula
Paul, Hazel Evelyn	AS Soc Sci	Fr	1,2,3	Plentywood
Paul, Patricia Helen	AS Med Tech	Fr	1,2,3	Missoula
Paulson, Betty Gail	Nurs Sp (lr)		1	Superior
Pearson, Mary Ernesta	SQ Nurs Sp (lr)		4	Arlee
Pellow, Marjorie Virginia	Nurs Sp (lr)		1	Greenough
Peltier, Betty Avonne	AS Soc Sci	So	2,3	Eureka
Perkins, Jessie V. (Mrs.), B.A.	Educ (lr)	Gr	4,1,2,3	Missoula

Name	Curriculum	Rank	Quarters in atten- dance	Residence
Perry, Patricia	Journ	Sr	1,2,3	Butte
Petersen, Mary Lois	AS Soc Sci	So	1,2,3	Conrad
Petersen, Sarah Audrey	Nurs Sp (1r)		2	Alberton
Peterson, Arlene	AS Soc Sci	So	4,1,2,3	Missoula
Peterson, Jean Elizabeth	For	So	1,2,3	Missoula
Peterson, Lillian Lund (Mrs.)	SQ		4	Helena
Phillips, G. Edward	AS Soc Sci	So	1,2,3	Sweetgrass
Phillips, Aaron Glenn	AS Soc Sci	Fr	1,2,3	Bozeman
Phillips, Isobel Sneath (Mrs.)	AS Med Tech	Jr	1,2	Cranbrook, Canada
Phillips, John Thomas	AS Phys Sci	Fr	1	Livingston
Phillips, Joyce Marie	Journ	Jr	1,2,3	Kalispell
Phillips, Robert Kieth	AS Phys Sci	Fr	1	Lewistown
Phillips, Samuel Kembal	AS Soc Sci	Fr	1	Lewistown
Pierce, Grace Elizabeth	AS Soc Sci	So	1,2,3	Billings
Pierce, Joann Geddes Randall (Mrs.)	AS Fine Arts	Sr	3	Missoula
Plumb, M. Eileen	AS Eng	Jr	1,3	Hardin
Pogachar, June	AS Soc Sci	Fr	1,2,3	Roundup
Pollock, Myrtle Irene	SQ		4	Red Lodge
Pomeroy, Maylou Helen	SQ		4	Glendive
Poole, Frank Jr.	SQ		4	Missoula
Potter, Donna Jo	AS Soc Sci	So	1,2,3	Missoula
Potts, Lable Winona (Mrs.)	SQ (1r)		4	Shelby
Powe, Shirley Hazel	AS Phys Sci	So	1,2,3	Hamilton
Powell, Marjorie Jean	Journ	So	1,2,3	Great Falls
Powers, Mary Lou	AS Soc Sci	So	1,2,3	Wyola
Pratsch, Carol May	SQ (1r)		4	Tacoma, Wash.
Col. of Puget Sound (Tacoma, Wash.), B.A., B.Ed.				
Preikszas, Laura M.	Educ (1r)	Jr(Prov)	1	Laurel
Prentiss, Mary Virginia Schak	SQ (1r)		4	Bend, Ore.
Price, Betty Jean	Nurs Sp (1r)		2	Dixon
Price, Leora Marie	AS Human	Fr	1,2	Conrad
Price, Stewart Kenneth	AS Soc Sci	Fr	1,2,3	Missoula
Priess, Beverly Anne	Music	Sr	4,1,2,3	Missoula
Proebstel, Barbara Emily	AS Soc Sci	Fr	1	Alberton
Pryde, Helen Margo	AS Soc Sci	Fr	1,2,3	Bridger
Pulliam, Harriet Elizabeth (Mrs.)	Music	Sr	4,1,2,3	Missoula
Quillico, F. Theresa	AS Soc Sci	Fr	1,2,3	Billings
Quinlan, Barbara	AS Soc Sci	Fr	1,2	Missoula
Rachac, Constance Elizabeth	AS Phys Sci	Fr	1,2,3	Conrad
Racicot, William E.	AS Soc Sci	Fr	4,1,2,3	Thompson Falls
Radtke, Louise Ann	SQ (1r)		4	Lonepine
Ragen, James Joseph	AS Soc Sci	Fr	1,2,3	Townsend
Rakeman, Betty Louise	AS Phys Ed	Sr	4,1,2,3	Ennis
Ralston, M. Marjorie	AS Soc Sci	So	1,2,3	Billings
Randall, Ronald Rae	SQ		4	Armington
Rasmussen, Evelyn Mae	Pharm	Sr	1,2,3	Whitefish
Rasmussen, Mary Lou	AS Phys Sci	So	4,1,2	Missoula

Name	Curriculum	Rank	Quarters in atten- dance	Residence
Rathbone, Wallace Fay	Bus Ad	Jr	1,2,3	Havre
Ratzburg, Dora Grace	AS Soc Sci	So	1	Missoula
Ray, Marie, B.A.	SQ (1r)		4	Missoula
Raymond, Marguerite Mae	AS Phys Sci	So	1,2,3	Klein
Reed, Carol May	Educ	Sr	4,1,2,3	Missoula
Reed, Claire Thrine	AS Biol Sci	Fr	1,2,3	Miles City
Reed, Helen Marie	AS Home Ec	Jr	4,1	Rothiemay
Reed, Virginia Isabel	Music	Sr	4,1,2,3	Missoula
Reese, Janet Marie	AS Phys Sci	Fr	1,2,3	Spokane, Wash.
Reesman, Donna Gayle	AS Soc Sci	So	1,2,3	Missoula
Regan, Agnes Antonia	AS Human	So	1,2,3	Helena
Reichelt, Leona Geraldine	AS Soc Sci	Fr	1,2,3	Fort Benton
Reilly, Dorothy Margaret	AS Soc Sci	So	1,2,3	Great Falls
Reilly, Mary Patricia	AS Human	So	1,2,3	Kingston, Wash.
Reinertson, Janet Claire	AS Econ	Jr	1,2,3	Hot Springs
Reisenouer, Beryl Lucille (Mrs.)	SQ		4	Kalispell
Renders, Joseph Alfred Jr.	AS Soc Sci	Fr	1	Fairview
Renner, Fredericka, B.A.	AS Econ	Gr	4,1,2,3	Missoula
Renz, Roberta Belle	AS Med Tech	Jr	1,2,3	Missoula
Replogle, Opal Louise	Law	Sr	1,2,3	Lewistown
Reynolds, Marjorie H., B.A., M.A.	SQ		4	Billings
Univ. of Denver, B.S. in Library Science.				
Rhoads, Louise	Journ	Fr	1,2	Missoula
Richards, Jean Holden	Bus Ad	Sr	1,2,3	Valley City, N.D.
Richards, Phyllis May	AS Phys Sci	So	1,2,3	Miles City
Rieger, Elsie Elaine	AS Phys Sci	Fr	1,2,3	Plevna
Riemer, Ellen Elizabeth	Educ (1r)	Jr	1,3	Missoula
Ries, Helen Marie	AS Soc Sci	Fr	1,2,3	Conrad
Riggert, Danna Jessie	AS Soc Sci	So	4,1,2,3	St. Ignatius
Ringling, Noble Ellen	Bus Ad	Jr	1,2,3	White Sulphur Springs
Risken, Marian	Journ	Fr	1,2,3	Butte
Ritchey, Helen Viola	Nurs Sp(1r)		3	Livingston
Ritchey, Marge Nell	Nurs Sp(1r)		3	Livingston
Ritz, Esther L., B.A.	SQ		4	Missoula
Roark, Florice Jeanne	Bus Ad	Jr	1,2,3	Libby
Robb, Norman Clyde	AS Soc Sci	Fr	1	Livingston
Robertson, Harriet Alexine	SQ		4	Ronan
Robertson, Kathleen K. (Mrs.)	AS Home Ec	Sr	4,1,2,3	Missoula
Robertson, Lucie Ellen	SQ		4	Livingston
Rock, Beryl Canfield (Mrs.)	AS Soc Sci	So	3	Missoula
Rohan, Annie M. (Mrs.)	SQ		4	Butte
Rohr, Lucille Ann	AS Psych	Sr	4,1,3	Browning
Rolfson, John Walter	AS Soc Sci	Fr	4,1,2,3	Missoula
Roosevelt, Georgia Cullum (Mrs.)	SQ (1r)		4	Missoula
Mont. St. Col., B.A.				
Mont. St. Univ., M.A.				

Name	Curriculum	Rank	Quarters in atten- dance	Residence
Rorvik, Eris Elaine	AS Soc Sci	Fr	1	Missoula
Rotering, Elizabeth Ann	Bus Ad	Sr	1,2,3	Butte
Roth, Elota Beth	AS Eng	Jr	1	Helena
Rubin, Eleanor Doris	Nurs Sp (1r)		1	Missoula
Rud, Selma	AS Soc Sci	So	1,2,3	Sidney
Rudeen, Lois Mae	Pharm	Fr	1,2,3	Missoula
Ruenauver, Jeanne Louise, B.A.	AS Fine Arts	Gr	1	Plains
Ruetten, Maida Ailean	AS Phys Sci	Fr	1,2,3	Cut Bank
Rumley, Royal Richard	For	Fr	1	Spokane
Russell, Betty Jean	AS Soc Sci	Fr	1,2,3	Troy
Russiff, John N.	For	So	1,2,3	Olive
Ryan, Don Charles	Pharm	So	4,1,2,3	Butte
Ryan, E. Dale Burnett (Mrs.)	AS Soc Sci	So	1,2,3	Missoula
Ryan, Jo Ann Elizabeth	Music	Fr	1,2,3	Butte
Ryan, Marjorie Hodgson	AS Soc Sci	Fr	3	Butte
St. Hill, Theodore Allan	AS Soc Sci	So	1,2	Great Falls
Sachs, Alfred Carl	AS Hist	Jr	1,2,3	Helena
Sackett, Ruth Ann	AS Bact	Jr	1,2,3	Billings
Sagen, Anita Belle	Music	Fr	1,2,3	Troy
Sagen, Flora Mae	AS Human	So	1,2,3	Troy
Salo, Shirley Jean	AS Phys Sci	Fr	1,2,3	Great Falls
Samuell, Harold Roderick	AS Soc Sci	Sp	2,3	Butte
Sandage, Jessie Harriet	Nurs Sp (1r)		1	Polson
Sanders, Frances Mary	AS Human	Fr	1,2,3	Renton, Wash.
Sanders, June Frances	Music	Sr	1,2,3	Troy
Sanders, Lois Christine	AS Soc Sci	So	1,2,3	Troy
Sandsmark, William Lawrence	AS Phys Sci	Fr	3	Ronan
Santisteban, George Anthony	AS Zool	Sr	2,3	Los Angeles, Cal.
Saubert, Pam Rombauer	AS Econ	Sr	1,2,3	Great Falls
Savage, George Walter	AS Soc Sci	So	1,2,3	Somers
Savage, Shirley Kay	AS Human	Fr	1,2,3	Butte
Savaresy, Phyllis Carma	AS Soc Sci	So	1,2,3	Billings
Saylor, Kenneth David	AS Soc Sci	Fr	1	Great Falls
Schafer, Lois Agnes	AS Mod Lang	Sr	1,2,3	Whitlash
Schaffer, Collette Elouise	Nurs Sp(1r)		2	Darby
Schaller, Paulie	AS Soc Sci	So	1,2,3	Hardin
Scheerer, Henry	SQ		4	Hettinger, N.D.
Univ. of N.D., B.S. in Ed.				
Scheffer, Anna	SQ (1r)		4	Huson
Schei, Ben I.	SQ		4	Rolette, N.D.
N.D. Agric. Col. (Fargo), B.S. in Ed.				
Scherrer, Barbara Beth	Bus Ad	Jr	1,2,3	Helena
Schimke, Edna Irene	SQ (1r)		4	Odessa, Wash.
Schmalhorst, Kathryn Louise	AS Soc Sci	Fr	1,2,3	Deer Lodge
Schmidt, Mary Alice	AS Mod Lang	Sr	1,2,3	Red Lodge
Schmit, Mary Constance	Journ	So	1,2,3	Lewistown
Schneider, Pauline Marie	Music	Sr	4,1,2,3	Sheridan
Schnurle, Alvin Henry	SQ		4	St. Anthony, Ida.
Schofield, Betty Jane	Nurs Sp(1r)		3	Salmon, Ida.
Schomer, Dorothy Anne	SQ(1r)		4	Kalispell

Name	Curriculum	Rank	Quarters in atten- dance	Residence
Schreckendgust, Jay George	AS Phys Sci	So	1	Florence
Schuff, Viola Fern	AS Soc Sci	So	1,2,3	Great Falls
Schwartz, Henry F. Jr. Mont. St. Col., B.S.	SQ		4	Gildford
Scifers, Loisevelyn	SQ		4	Harlem
Scott, Charlotte A.	SQ		4	Butte
Scott, Marilyn Elizabeth	AS Soc Sci	Fr	1,2,3	Choteau
Scott, Shirley Jean	Journ	Sr	1,2,3	Great Falls
Scoyen, Conlyn Olita	AS Bact	Sr	4,1,2,3	Gardiner
Sederholm, Gladys Evelyn	SQ		4	Whitetail
Seitz, Robert Thornton	AS Soc Sci	So	1,2,3	Missoula
Selvig, Harold W., B.A.	SQ		4	Neihart
Sethne, Garnet Lucille	AS Soc Sci	So	1,2,3	Glasgow
Sethre, William Allard	AS Soc Sci	Fr	1,2,3	Wolf Point
Settle, Margaret Scott	Journ	Fr	1	Martinsdale
Shattuck, Lois Virginia	SQ		4	Velva, N.D.
Sheaf, Francis Carl	Law	Sr	1,2	Missoula
Sheets, Beulah Allen (Mrs.)	Sq		4	Drummond
Shepard, Delma Jean	SQ Nurs Sp(1r)		4	Dixon
Shone, Joyce B.	AS Soc Sci	Fr	1,2,3	Butte
Shorthill, Harold Charles Jr.	For	Fr	1	Livingston
Sias, Betty Ann	Law	Sr	1,2,3	Chinook
Sikonia, Virginia R.	Journ	Sr	1,2,3	Butte
Siladi, Grayce Miller(Mrs.)	AS Phys Sci	So	1,2,3	Butte
Simanton, Ramona May	AS Human	Fr	1,2,3	Malta
Sinclair, Philip	AS Phys Sci	Fr	2,3	Glasgow
Skei, Norma Elizabeth	AS Phys Sci	Fr	1,2	Bremerton, Wash.
Skinner, Emogene Elizabeth	SQ		4	Colstrip
Skones, Gladys Petrina	SQ		4	Turner
Slemons, Shirley Ida	AS Soc Sci	Fr	1	Huson
Small, Francis Xavier		Sp	3	Missoula
Small, Joe Harold	AS Soc Sci	Fr	1,2,3	Missoula
Smart, Corabelle	Nurs Sp (1r)		1	Harlowton
Smartt, Mary Sue	AS Econ	Jr	1,2,3	Butte
Smiley, Mildred Irene	SQ		4	Bozeman
Smith, Betty Irine	Journ	So	1,2,3	Ponca City, Okla.
Smith, Betty June	Music	So	1,2,3	Livingston
Smith, Edith Bernice	SQ (1r)		4	Brockton
Smith, Georgena Kathleen	Uncl		1,2	Glendive
Smith, Janice Gean	AS Human	So	1,2,3	Cut Bank
Smith, Lois Jean	AS Biol Sci	So	1,2,3	Lewistown
Snyder, Edithmay Ann	AS Soc Sci	Fr	1	Billings
Solvie, Jane Ellen	AS Phys Sci	So	1,2,3	Saco
Sor, Bette Lou	AS Soc Sci	Fr	1,2,3	Great Falls
Sorensen, Agnes J.	AS Human	Fr	1,2	Missoula
Sorenson, Helen Louise	AS Soc Sci	Fr	1,2,3	Missoula
Sorenson, Thora A., B.A.	AS Mod Lang (1r)	Gr	2,3	Missoula

Name	Curriculum	Rank	Quarters in atten- dance	Residence.
Sorsdahl, Pearl Althea	AS Soc Sci	Fr	2,3	Scobey
Spacht, Mary Kathryn	AS Med Tech	So	1,2,3	Billings
Spalding, Dorothy Frances	AS Nurs Ed	Fr	1,2,3	Billings
Speelman, Lola Mary	Pharm	So	1,2,3	Ekalaka
Spencer, Janet Louise	SQ		4	Douglas, Ariz.
Spencer, Ray Wells, B.A.	SQ		4	Douglas, Ariz.
Sperry, Luriel Esther (Mrs.)	SQ		4	Kalispell
Splan, Marjorie Vivian	AS Human	Fr	1,2,3	Great Falls
Spreull, Elizabeth Barbour	AS Med Tech	Jr	1,2,3	Cranbrook, Canada
Spriggs, Charles Edison	AS Eng	Jr	2,3	Kalispell
Stadstad, Curtis Alfred	AS Human	So	1,2,3	Raymond
Stageman, Donna Loy	AS Biol Sci	Fr	1	Billings
Stanfield, Mildred Jeanette	AS Human	Fr	1,2,3	Dutton
Stanley, June Lucille	Nurs Sp(lr)		2	Stevensville
Staves, Betty Jo	AS Soc Sci	Fr	1,2,3	Missoula
Stepanzoff, Josephine Graf, B.A. (Mrs.)	SQ (lr)		4	Missoula
Stephan, John David	AS Phys Sci	Fr	1,2	Missoula
Stephenson, Vivian Margaret	Bus Ad	Sr	1,2,3	Helena
Sterrett, Pauline Marie	Bus Ad	Sr	4,1,2,3	Townsend
Steunenberg, Frank W.	Uncl.		1,2	Missoula
Walla Walla Col. (Wash.), B. Th.				
Stohl, Anna Norma	SQ (lr)		4	Nashua
Stowe, Rosemary Agatha	AS Soc Sci	Fr	1,2,3	Missoula
Stranahan, Laila Gene	AS Soc Sci	So	3	Butte
Stratton, Norma Jean	Nurs Sp (lr)		2	Ronan
Street, James Eugene	For	So	1,2,3	Bottineau, N.D.
Streifling, Bernard Edward	AS Chem	Sr	1,2,3	Missoula
Streifling, Celestyne Evangeline (Mrs.)	AS Eng	Jr	3	Missoula
Strekall, Agnes Mary	AS Soc Sci	Fr	1,2,3	East Helena
Strekall, Steve John	Bus Ad	Jr	1,2,3	East Helena
Stricklin, Dorothy Louise	Pharm	Jr	1,2,3	Shelby
Strom, Jean T.	Music	Fr	1,2,3	Missoula
Strong, Marianne	SQ Nurs Sp (lr)		4	Libby
Strong, Ruby Edith Plummer (Mrs.)	AS Phys Ed (lr)		2	Missoula
Strowd, Evelyn L.	AS Phys Sci	So	1,2,3	Glendive
Sugg, Andrew I.	AS Hist (lr)	Gr	1	Missoula
Univ. of Idaho, B.S.				
Sugg, Max Wilson	AS Soc Sci	Fr	1,2,3	Missoula
Sugrue, Helen Anita	Music	Jr	1,2,3	Anaconda
Sullivan, Gladys, B. .	SQ		4	Burke, Ida.
Swanberg, Alfred Victor	AS Pre-med.	Jr	1,2	Great Falls
Swanberg, David Lloyd, B.A.	SQ		4	Libby



Name	Curriculum	Rank	Quarters in atten- dance	Residence
Swanson, Norman Carrol	AS Phys Sci	Fr	1	Missoula
Swartz, Mary Virginia	SQ Nurs Sp (1r)		4	Missoula
Sweeney, Daryl Marie	AS Soc Sci	So	1,2,3	Missoula
Swenson, Wilbur	SQ		4	Havre
Switzer, Robert Lenard	AS Soc Sci	Fr	1,2,3	Libby
Tabaracci, Robert John	AS Human	Fr	4,1,2,3	Stockett
Tabor, Evelyn Francis	SQ (1r)		4	Missoula
Takita, Miyeko	Music	So	4,1	Topaz, Utah
Tange, Nina Maren	AS Nurs Ed	Fr	1,2,3	Outlook
Taylor, Frances Louise	AS Eng	Jr	1,2,3	Camas
Taylor, Marjorie Gene	AS Soc Sci	Fr	2,3	Missoula
Teel, Peter	AS Soc Sci	Fr	1,2,3	Polson
Temple, Flossie Lyall (Mrs.)	SQ		4	Ronan
Templeton, Jean A. (Mrs.)	Bus Ad	Jr	1,2,3	Francis
Terrett, Priscilla Dade	AS Soc Sci	Fr	1,2	Billings
Terry Betty Jean	AS Soc Sci	So	1,2,3	Kalispell
Theisen, George William	AS Soc Sci	So	4,1,2,3	Evanston, Ill.
Thompson, Lorraine E.	AS Fine Arts	Sr	1,2,3	Havre
Thorban, Virginia Mae	Nurs Sp (1r)		2	Ronan
Thorpe, Jacquelyn Clark	AS Soc Sci	Fr	1,2,3	Butte
Tilden, Marvin Edward	SQ		4	Corvallis
Tippett, William Garfield	AS Soc Sci	Fr	1	Polson
Tom, Helen	AS Soc Sci	Fr	1,2,3	Missoula
Torgerson, Gladys E.	SQ		4	Absarokee
Tousses, Helen Marie	Journ	Fr	1,2,3	Billings
Trask, Millard Fillmore	AS Phys Sci	Fr	1,2	Ballantine
Tremper, William Greene	AS Soc Sci	So	3	Missoula
Tripp, Jo Ann	Music	Fr	1,2,3	Winnett
Tronrud, Bernice Rita	Music	Jr	1,2,3	Big Timber
Troupe, Jean Elizabeth	AS Soc Sci	Fr	1,2,3	Jackson
Tucker, Edna Jean	SQ Nurs Sp (1r)		4	Lolo
Tucker, Robert Arthur	AS Soc Sci	So	1,2,3	Anaconda
Tupac, Lillian Mary	AS Soc Sci	So	1,2,3	Butte
Turli, Irene Anna	Journ	Fr	1,2,3	Brockway
Uchida, Henry Shigetomi	AS Phys Sci	Fr	4,1	Nashotah, Wis.
Umsted, Allie Marie	Music	Fr	1,2,3	Chinook
Utterback, Gretchen Hilton, (Mrs.)	SQ		4	marsh
Van den Biesen, Marian Eloise	Journ	Fr	1,2,3	Hysham
Van Duser, Grace A., B.A.	SQ		4	Great Falls
Van Hemelryck, Mary Louise	AS Soc Sci	Fr	1,2,3	Hysham
Van Horn, Barbara Jane	AS Soc Sci	So	1,2,3	Fort Benton
Van Hyning, Lydia N., B.A.	Educ (1r)	Gr	1,2	Denton
Van Wyk, Jan William	AS Phys Sci	Fr	1,2	Missoula
Vejtasa, Frances	SQ		4	Kalispell
Univ. of N. D., A.B.				

Name	Curriculum	Rank	Quarters in atten- dance	Residence
Vick, Vivian Virginia	Music	Fr	1,2,3	Missoula
Vinacke, Barbara Jean	AS Soc Sci	Fr	2,3	Great Falls
Volk, Eileen Mae	AS Human	So	1,2,3	Great Falls
Wagnild, Margaret Lois	AS Soc Sci	So	1,2,3	Lewistown
Wall, Abraham Jerome	Educ	Sr	2,3	Glasgow
Wall, Mary Ethel	AS Human	Fr	1,2,3	Kalispell
Wallace, Mary Lou	AS Soc Sci	Fr	1,2,3	Helena
Walter, Helen Mae	Nurs Sp (1r)		1	Livingston
Walter, Rosina Lucille	AS Human	Fr	1,2,3	Billings
Waltermire, Marjorie Maxine	AS Soc Sci	So	1,2,3	Missoula
Ward, Barbara	AS Human	So	1,2,3	Clinton
Warner, Palma Jean	Bus Ad	Jr	1,2,3	Cut Bank
Warren, June Edna	SQ Nurs Sp (1r)		4	Butte
Wass, Carley Jean	Pharm	Sr	1,2,3	Missoula
Watkins, Janice Germaine	AS Soc Sci	Fr	1,2,3	Ennis
Watson, Helen May	AS Soc Sci	Fr	1,2	Browning
Watson, Imo Ruth	AS Soc Sci	So	1	Glasgow
Wayne, Mary Barbara	AS Soc Sci	So	1,2,3	Polson
Weber, Helen Marie	SQ		4	Butte
Webster, Verla Mae (Mrs.)	Journ	Fr	2	Dubois, Ida.
Wedum, Lillian Marie	AS Soc Sci	So	1,2,3	Glasgow
Weedman, Lutie Margaret	AS Home Ec	Sr	4,1,2,3	Billings
Weisbeck, Orpha M.	SQ		4	Hamilton
Welch, Wayne N.	Law	Jr	1,2,3	Cut Bank
Weller, James Edward	AS Soc Sci	Fr	1,2,3	Helena
Welsh, Harriet	AS Med Tech	Fr	1,2,3	Billings
Wendt, Patricia Florence	AS Soc Sci	So	1,2,3	Kalispell
Wenrich, Dorothea Lorine	AS Human	So	1,2,3	Missoula
Wentz, Merrilyn Coralie	Journ	So	1,2,3	Fort Peck
West, Vivian Alene	AS Soc Sci	Fr	1	Stevensville
Westerlund, Shirley Adele	SQ		4	Clearbrook, Minn.
Westlake, Peggy J.	AS Soc Sci	So	1,2,3	Bozeman
Weston, Helen Marie	Nurs Sp (1r)		1	Anchorage, Alaska
Westphal, Rosemary Charlene	AS Soc Sci	So	1,2,3	Forsyth
Wheat, General Marion	For	Fr	1	Superior
White, Lucia	AS Human	Fr	2,3	Billings
White, Martha Elizabeth	Nurs Sp (1r)		3	Arlee
White, Shirlee B.	AS Soc Sci	Fr	1,2,3	Butte
Whitesitt, Ruth Amy	Pharm	Fr	1,2,3	Stevensville
Whitmer, Pearl Louise (Mrs.)	SQ		4	Brusett
Widdowson, Ruth May	Nurs Sp(1r)		3	Creston
Wilcomb, Max Jeffres	AS Zool	Sr	1,2,3	Missoula
Wildman, Florence Winifred	AS Phys Sci	So	1,2,3	Missoula
Wilkinson, Albert Edgar	AS Pre-Med	Sr	1,2,3	Butte
Wilkinson, Arlene Judith	Pharm	Fr	1	Melstone
Williams, Beatrice Nellie	SQ (1r)		4	Missoula
Williams, Dolores Marie	AS Soc Sci	So	1,2	Dillon
Williams, Enid Irene	AS Med Tech	So	1,2,3	Butte

Name	Curriculum	Rank	Quarters in atten- dance	Residence
Williamson, Paul Henry	AS Biol Sci	So	3	Butte
Willis, Scharlene	Nurs Sp (1r)		1	Missoula
Wilson, C. Audienne	AS Soc Sci	Fr	1,2,3	Bismarck, N.D.
Wilson, Dorris L. (Mrs.)	SQ		4	Missoula
Wilson, Muriel Catherine	AS Eng	Jr	1,2,3	Great Falls
Wilson, Paul E.	Educ (1r)	Gr	2,3	Spokane, Wash.
Univ. of Wash., B.S.				
Winters, Elaine Tipton (Mrs.), B.A.	SQ (1r)		4	Whitefish
Winters, Donnanae	AS Biol Sci	Fr	2,3	Bridger
Wirth, Dorothy Elizabeth	SQ		4	Missoula
Withrow, Elizabeth May	Journ	Fr	1,2,3	Square Butte
Woehl, Elvin Jacob	AS Soc Sci	So	4,1,2,3	Billings
Wolfe, Virginia Clopton	AS Eng	Sr	1,2	Stockett
Wollam, Owen Ardell	AS Biol Sci	Fr	1,2,3	Williams
Woodruff, Georgia Ruth	SQ		4	Knowlton
Woods, Lois Ann	Journ	Fr	1,2,3	Silver Star
Woods, Virginia Rae	AS Soc Sci	So	3	Missoula
Woodward, Shirley Kathleen	Music	Fr	1,2,3	Deer Lodge
Wordal, Valerie Fae	AS Soc Sci	Fr	1,2,3	Helena
Worrell, Howard Clayton	For	Fr	3	Columbia Falls
Wright, Betty J.	Music	Jr	1,2,3	Browning
Yarlett, Hilda W. (Mrs.)	SQ		4	Deer Lodge
Yegen, E. Cardwell	AS Soc Sci	Fr	1	Billings
Yoder, Tennie, B.A.	SQ (1r)		4	Missoula
York, Frank Edward	AS Soc Sci	So	2,3	Missoula
Young, Robert Bruce	AS Soc Sci	Fr	1,2,3	Great Falls
Young, Virginia May	Music	Fr	1,2,3	Billings
Youngstrom, Louella Davis (Mrs.)	Pharm	Jr	1,2,3	Cut Bank
Yovetich, Dan	AS Soc Sci	Fr	3	Butte
Zimmerman, Jack Thomas	Pharm	So	4,1,2,3	Townsend
Adams, John Jackson Jr.	ASTR		4,1	San Leandro, Cal.
Adams, Merlin Roland	ASTR		4,1	N. Hollywood, Cal.
Adamson, James Leslie	ASTR		4,1	Port Hueneme, Cal.
Adamson, Wayne W.	ASTR		4,1	Albany, Ore.
Adamson, William Robert	ASTR		4,1	Clearwater, Cal.
Andersen, Gustave Jr.	ASTR		4,1	Long Beach, Cal.
Anderson, Norman Alvin	ASTR		4,1	Salt Lake City, Utah
Andreoli, Anthon Joseph	ASTR		4,1	Los Angeles, Cal.
Barker, Richard John	ASTR		4,1	Long Beach, Cal.
Barrett, Robert Vern	ASTR		4,1	Long Beach, Cal.
Barton, Willis W.	ASTR		4, 1	Glendale, Cal.
Bejeault, Edward William	ASTR		4,1	Bremerton, Wash.
Benito, Frank	ASTR		4,1	San Jose, Cal.
Best, John Walter	ASTR		4,1	Arcadia, Cal.

Name	Curriculum	Quarterly in atten- dance	Residence
Billings, Arthur Stover Jr.	ASTR	4,1	San Diego, Cal.
Bonnell, Robert William	ASTR	4,1	Los Angeles, Cal.
Bradbury, Romain	ASTR	4	Spokane, Wash.
Bradt, Charles Howard Jr.	ASTR	4,1	Pasadena, Cal.
Bright, Anthony William	ASTR	4	Burbank, Cal.
Burke, Sidney Pat	ASTR	4,1	Los Angeles, Cal.
Burkett, Charles Frederick	ASTR	4,1	Los Angeles, Cal.
Burris, Richard Charles	ASTR	4,1	Van Nuys, Cal.
Burton, Lyle L. Jr.	ASTR	4	Los Angeles, Cal.
Buttermore, Wesley B.	ASTR	4,1	San Diego, Cal.
Bynum, Robert Fulton	ASTR	4,1	San Diego, Cal.
Campbell, Robert Colin	ASTR	4	Los Angeles, Cal.
Carrico, Floyd C.	ASTR	4,1	Sacramento, Cal.
Carrillo, Gilberto	ASTR	4,1	San Diego, Cal.
Case, John R.	ASTR	4,1	Los Angeles, Cal.
Casto, Clyde Robert	ASTR	4,1	San Diego, Cal.
Catalano, Alfredo Angelo	ASTR	4,1	San Diego, Cal.
Chapin, William Read	ASTR	4,1	Los Angeles, Cal.
Cipparrone, Jack	ASTR	4,1	San Francisco, Cal.
Clark, Clifford Hughes	ASTR	4,1	N. Hollywood, Cal.
Cohen, Milton Sydney	ASTR	4,1	Los Angeles, Cal.
Cole, Victor James	ASTR	4,1	Inglewood, Cal.
Conly, Robert Loven	ASTR	4,1	Los Angeles, Cal.
Connolley, Earl Leslie	ASTR	4,1	Redwood City, Cal.
Cort, George Arthur	ASTR	4,1	Sacramento, Cal.
Craig, Edward Bradley	ASTR	4,1	Los Angeles, Cal.
Crain, Jack Donald	ASTR	4	Arcadia, Cal.
Cramer, Ralph H.K.	ASTR	4,1	Stockton, Cal.
Cummings, Louis Duncan	ASTR	4,1	Los Angeles, Cal.
Daily, Robert Arthur	ASTR	4,1	Moorpark, Cal.
Davis, Elmer Thomas Jr.	ASTR	4,1	Hollywood, Cal.
Davis, Jack Stuart	ASTR	4,1	Oakland, Cal.
Davis, Miles Eddie	ASTR	4,1	Los Angeles, Cal.
Davis, William Gordon	ASTR	4,1	Long Beach, Cal.
Detar, Wayne A.	ASTR	4	Canyon, Cal.
Dixon, Harold Franklin	ASTR	4,1	Long Beach, Cal.
Dodds, Delmar Dean	ASTR	4,1	San Leandro, Cal.
Dougherty, Joseph William	ASTR	4,1	Long Beach, Cal.
Dowell, Charles H.	ASTR	4,1	Modesto, Cal.
Downey, John Charles	ASTR	4	San Diego, Cal.
Draper, Wallace Monte	ASTR	4	Inglewood, Cal.
Driscoll, Harlan	ASTR	4,1	San Diego, Cal.
Duerksen, Leland Emerson	ASTR	4,1	Huntington Park, Cal.
Dunbar, Norman Leon	ASTR	4,1	Yakima, Wash.
Edwards, George Francis	ASTR	4,1	San Diego, Cal.
Eldridge, Luther Osgood	ASTR	4	N. Hollywood, Cal.
Elliott, Ronald Lee	ASTR	4,1	San Jose, Cal.
Eubank, Marion Elgie	ASTR	4,1	San Diego, Cal.
Evans, Charles Bordoe Jr.	ASTR	4,1	Elko, Nev.
Evans, Clinton William Jr.	ASTR	4	Berkeley, Cal.

Name	Curriculum	Quarters in atten- dance	Residence
Favrat, Vernon Louis	ASTR	4,1	San Mateo, Cal.
Feiling, Wayne E.	ASTR	4,1	Del Paso, Cal.
Fink, Thomas Harold	ASTR	4	Beverly Hills, Cal.
Freeland, Reese Lee Jr.	ASTR	4,1	Los Angeles, Cal.
Fuqua, Stanley Dean	ASTR	4,1	Amity, Ore.
Gallagher, Thomas Bernard	ASTR	4,1	San Francisco, Cal.
Gartin, Robert William	ASTR	4	Whittier, Cal.
Gatchel, Richard Hugo	ASTR	4,1	Redwood City, Cal.
Geib, Buell Harlie	ASTR	4,1	South Gate, Cal.
Geyer, Francis Herman	ASTR	4,1	Fall Brook, Cal.
Gill, Paul Vincent	ASTR	4,1	Berkeley, Cal.
Glauber, Joseph H.	ASTR	4,1	Los Angeles, Cal.
Golumb, Bernard Melville	ASTR	4,1	San Francisco, Cal.
Goode, Buster	ASTR	4,1	Rupert, Idaho
Goss, Frederick William Jr.	ASTR	4,1	Carmel, Cal.
Gould, Everett Charles	ASTR	4,1	San Francisco, Cal.
Griffin, Berry Lockett	ASTR	4,1	Redwood City, Cal.
Guy, Leonard F.	ASTR	4,1	San Bernardino, Cal.
Hagadorn, Jack L.	ASTR	4,1	Huntington Park, Cal.
Hale, Reuben	ASTR	4,1	San Diego, Cal.
Hamilton, Frederic Bateman	ASTR	4,1	Inglewood, Cal.
Hansen, Paul Jack	ASTR	4,1	Palo Alto, Cal.
Hardman, Arthur Daniel	ASTR	4,1	Seattle, Wash.
Hayes, John Edward	ASTR	4,1	San Diego, Cal.
Headon, Archie E.	ASTR	4,1	Whittier, Cal.
Henderson, Victor Paul	ASTR	4,1	Long Beach, Cal.
Hopper, Jerry Gene	ASTR	4,1	Ventura, Cal.
Hornell, Robert Kelly	ASTR	4	Retsil, Wash.
Horton, James Douglas	ASTR	4,1	Oxnard, Cal.
Howard, Ellis Floyd	ASTR	4,1	Los Angeles, Cal.
Howell, Norman Elwood	ASTR	4	Oakland, Cal.
Hoy, David Edward	ASTR	4,1	Inglewood, Cal.
Hughes, Walter F.	ASTR	4	Daly City, Cal.
Hundley, Howard Dale	ASTR	4,1	Whittier, Cal.
Hunsicker, Donald Edward	ASTR	4,1	San Diego, Cal.
Hunt, Ronald L.	ASTR	4	Glendale, Cal.
Hurst, Robert Denny	ASTR	4	Sacramento, Cal.
Hurt, Arthur Max Jr.	ASTR	4,1	San Diego, Cal.
Irwin, Douglas	ASTR	4,1	Burlingame, Cal.
Isaac, Donald E.	ASTR	4,1	Woodland, Cal.
Jackson, Charles Elbert	ASTR	4,1	Pomona, Cal.
Jenkins, Arthur Gordon	ASTR	4,1	Santa Barbara, Cal.
Jenkins, Joseph Richard	ASTR	4,1	Salt Lake City, Utah
Jenkins, Richard Gibson	ASTR	4,1	Sierra Madre, Cal.
Johanson, Walter Irwin	ASTR	4,1	Lomita Park, Cal.
Jones, Walter Robert	ASTR	4,1	Seattle, Wash.
Kessler, Wilbur Keith	ASTR	4,1	San Jose, Cal.
Keyes, William Thomas	ASTR	4,1	Oakland, Cal.

Name	Curriculum	Quarters in Atten- dance	Residence
Kinman, Orr Lamar	ASTR	4,1	Long Beach, Cal.
Laybourn, Melvin Kay	ASTR	4	Napa, Cal.
Leach, Roy Wilbur	ASTR	4,1	Salt Lake City, Utah
Levy, Joseph	ASTR	4,1	Los Angeles, Cal.
Lewis, William James	ASTR	4,1	Sacramento, Cal.
Livernois, Tom Robert	ASTR	4,1	San Leandro, Cal.
Lober, Robert Marcus	ASTR	4,1	Los Angeles, Cal.
Lowney, Thomas Francis Jr.	ASTR	4,1	San Anselmo, Cal.
Lundquist, Elon H.	ASTR	4,1	Seattle, Wash.
McChesney, Robert Eugene	ASTR	4,1	Van Nuys, Cal.
McCoard, Donald James	ASTR	4,1	Bremerton, Wash.
McGuinn, David Larry	ASTR	4,1	Hanford, Wash.
McHenry, Vincent Gene	ASTR	4	Los Angeles, Cal.
McLean, George Dearborn Jr.	ASTR	4,1	Long Beach, Cal.
Martin, William George Jr.	ASTR	4,1	McCloud, Cal.
Maxwell, Myron Clifton	ASTR	4	Seattle, Wash.
Mayes, James Ellis	ASTR	4,1	Long Beach, Cal.
Meade, Sylvester Burton	ASTR	4,1	Dillon
Meek, Homer Lynn	ASTR	4,1	Redondo Beach, Cal.
Michaels, Philip E.	ASTR	4	San Jose, Cal.
Miller, Duane Hazen	ASTR	4,1	Gilroy, Cal.
Moody, Malcolm Scott	ASTR	4,1	Modesto, Cal.
Moore, Robert James	ASTR	4,1	Mountain View, Cal.
Moore, William Elmer	ASTR	4,1	Glendale, Cal.
Morrison, John Alan	ASTR	4	Long Beach, Cal.
Mueller, Richard Pathe	ASTR	4,1	Los Angeles, Cal.
Murphy, Richard Allen	ASTR	4,1	Glendale, Cal.
Myles, Philip St. John	ASTR	4,1	Los Angeles, Cal.
Nash, Gene T.	ASTR	4,1	Huntington Park, Cal.
Newton, Robert Lawrence	ASTR	4,1	Santa Barbara, Cal.
Nichols, Sherman Elliott Jr.	ASTR	4,1	Burbank, Cal.
O'Dell, Virgil Lloyd Jr.	ASTR	4,1	Yakima, Wash.
Ogden, Joe U. Jr.	ASTR	4,1	Long Beach, Cal.
Oviatt, William Robert	ASTR	4,1	Los Angeles, Cal.
Owens, Arthur Ralph	ASTR	4,1	San Pedro, Cal.
Owens, Harold Bruce	ASTR	4,1	Seattle, Wash.
Pence, Mark Lewis	ASTR	4,1	Seattle, Wash.
Phelan, James Lawrence	ASTR	4,1	San Mateo, Cal.
Phillips, Jack Lawrence	ASTR	4,1	Alhambra, Cal.
Powers, Jack Leonard	ASTR	4,1	Wilmington, Cal.
Price, Edward Burton Jr.	ASTR	4,1	Oakland, Cal.
Price, William Howard	ASTR	4	Santa Barbara, Cal.
Purdy, Laurence Henry	ASTR	4,1	San Diego, Cal.
Pyle, Donald Owen	ASTR	4,1	San Jose, Cal.
Randolph, Wade Lee	ASTR	4,1	Richmond, Cal.
Ratty, Donald Kenneth	ASTR	4,1	San Diego, Cal.
Reed, Lawrence Kent	ASTR	4,1	Long Beach, Cal.
Reedall, Mark	ASTR	4,1	Burbank, Cal.
Regan, William S. Jr.	ASTR	4	Yakima, Wash.

Name	Curriculum	Quarters in atten- dance	Residence
Rice, Donald Vern	ASTR	4,1	Santa Barbara, Cal.
Rickli, Norman Earl	ASTR	4,1	Berkeley, Cal
Rimmer, John Richard	ASTR	4	Los Angeles, Cal.
Ritter, Sam Jr.	ASTR	4,1	San Diego, Cal.
Robertson, Durward L. Jr.	ASTR	4,1	Arcadia, Cal.
Roof, Wilfred Morris	ASTR	4,1	South Gate, Cal.
Rose, Donald Wayne	ASTR	4,1	Salt Lake City, Utah
Rosenberg, Jay Stanley	ASTR	4,1	Los Angeles, Cal.
Rowlan, John Kirby	ASTR	4,1	Del Paso Mts., Cal.
Salas, Robert Joseph	ASTR	4,1	Los Angeles, Cal.
Sanders, Ernest Frederick Jr.	ASTR	4,1	Mill Valley, Cal.
Schachtli, Randall James	ASTR	4	Sacramento, Cal.
Schaeffer, William Donald	ASTR	4,1	San Dimas, Cal.
Schneider, Raymond Fredrick Jr.	ASTR	4,1	Vallejo, Cal.
Scott, William Gardner	ASTR	4	Long Beach, Cal.
Seiden, William	ASTR	4,1	N. Hollywood, Cal.
Self, Noble Gaston Jr.	ASTR	4	Los Angeles, Cal.
Shaffner, John M.	ASTR	4,1	Los Angeles, Cal.
Skoog, Ronald Oliver	ASTR	4,1	Los Angeles, Cal.
Skow, Lyman Harvey	ASTR	4,1	Seattle, Wash.
Skube, Noel Cameron	ASTR	4,1	Seattle, Wash.
Smit, Roland Wray	ASTR	4,1	Los Angeles, Cal.
Smith, John Harold	ASTR	4	S. Pasadena, Cal.
Smith, Stanley Wheeler	ASTR	4	Los Angeles, Cal.
Somers, Richard James	ASTR	4	Alhambra, Cal.
Spencer, Harold LeRoy	ASTR	4,1	Hoquiam, Wash.
Stastner, Joe Frank	ASTR	4,1	Sacramento, Cal.
Sterger, Edward E.	ASTR	4,1	Compton, Cal.
Stott, Richard Lavon	ASTR	4,1	Riverside, Cal.
Stout, Claude R.	ASTR	4,1	San Francisco, Cal.
Strawn, John Paul	ASTR	4,1	Redondo Beach, Cal.
Sturgeon, Arnold Leroy	ASTR	4,1	Hillsboro, Ill.
Tatosky, Arthur Edward	ASTR	4,1	Hawthorne, Cal.
Thomsen, Henry Fredrick	ASTR	4,1	Oakland, Cal.
Thomsen, Robert Lee	ASTR	4,1	Seattle, Wash.
Thomsen, Roy	ASTR	4,1	Whittier, Cal.
Tomlin, William Claude	ASTR	4,1	Spokane, Wash.
Torres, Eugene Marshall	ASTR	4,1	Pacific Palisades, Cal.
Troxler, Russell Clair	ASTR	4,1	Los Angeles, Cal.
Ullman, Milton Alvin	ASTR	4	Seattle, Wash.
Vaughn, Robert Walter	ASTR	4,1	W. Los Angeles, Cal.
Vincent, Lee Joseph	ASTR	4,1	Los Angeles, Cal.
Walters, Howard Corey Jr.	ASTR	4,1	Missoula
Walters, Roy Alvin	ASTR	4,1	Los Angeles, Cal.
Warren, Jerry William	ASTR	4,1	Azusa, Cal.
Warriner, Lester L.	ASTR	4,1	Grandview, Wash.
Watkins, Forrest Lee	ASTR	4	Selma, Cal.
Watson, Harold B.	ASTR	4,1	Boise, Idaho

Name	Curriculum	Quarters in atten- dance	Residence
Watson, Raymond Leslie	ASTR	4,1	Oakland, Cal.
Weirather, Hal Edward	ASTR	4,1	Flagstaff, Ariz.
Wells, Lloyd W. Jr.	ASTR	4,1	Long Beach, Cal.
Wheeler, Harry Edward	ASTR	4,1	San Diego, Cal.
Williams, Jack Lee	ASTR	4,1	Van Nuys, Cal.
Winham, Roger William	ASTR	4,1	Sacramento, Cal.
Witter, Edwin Damon Jr.	ASTR	4,1	Sacramento, Cal.
Wolfe, Gerald	ASTR	4,1	San Dimas, Cal.
Wolford, Ronald Eugene	ASTR	4,1	Camarillo, Cal.
Woods, Gary Eugene	ASTR	4,1	Milwaukie, Ore.
York, Edgar Perry	ASTR	4	Wasco, Cal.
Zaelke, Arnold Edward	ASTR	4,1	Huntington Park, Cal.



# STAFF CHANGES TAKING EFFECT JULY 1, 1944 - JULY 1, 1945

## Resignations and Terminations of Contracts:

<u>I. Name</u>	<u>Position</u>	<u>Date of Effect</u>
Bradley, Mary D.	Instructor, Home Economics	June 30, 1945
Braden, Geraldine R.	Kindergarten Teacher	June 30, 1945
Beaver, Helen I.	Instructor, Home Economics	June 30, 1945
Brennan, Richard S.	Instructor, Military Science	Feb. 15, 1945
Egbert, Ruby E.	Library Cataloger	Nov. 25, 1944
Ferro, Mary	Instructor, Business Administration	June 30, 1945
Foster, Mabel	Instructor, Mathematics-Extension and Public Service	Aug. 31, 1944
Fritz, Edmund	Instructor, Law	June 30, 1945
Fennessy, Dorothy M.	Hall Director	Feb. 8, 1945
Gordon, Ina G.	New Hall Social Director	June 30, 1945
Grady, Montana	Instructor, Business Administration	Aug. 31, 1944
Greenfield, Ruth M.	Grad. Assistant, Phys. Education	June 30, 1945
Isaac, Robert	Assistant Professor, Military Science	Jan. 16, 1945
Johnson, Hune W.	Assistant, Physical Education	Feb. 26, 1945
Kopet, Jerome	Assistant Professor, Pharmacy	Aug. 31, 1944
Krug, Edward	Assistant Professor, Education	June 30, 1945
Martin, Ruby R.	Instructor, Spanish	Aug. 31, 1944
Nagevsky, Marie	Instructor, Home Economics	Jan. 19, 1945
O'Brien, Dorothy	Instructor, Physical Education	Aug. 31, 1944
Perkins, Jessie V.	Head Teacher, Nursery School	June 30, 1945
Redford, Grant	Assistant Professor, English	June 30, 1945
Roark, Ella B.	Hall Director	Aug. 31, 1944
Rimel, Vera S.	Corbin Hall Social Director	June 30, 1945
Roosevelt, Georgia	Instructor, Home Economics	Aug. 31, 1944
Shoup, Mittie L.	North Hall Social Director	June 30, 1945
Smith, Charles A.	Assistant, Military Science	Jan. 21, 1945
Sorge, Helen	Instructor, Physical Education	Aug. 31, 1944
VanGhent, Dorothy	Instructor, English	Aug. 31, 1944
VanWinkle, James W.	Instructor, Business Administration	June 30, 1945
Yonell, Donald	Instructor, English	June 30, 1945
ZurMuehlen, Carl	Assistant, Military Science	Jan. 16, 1945

## Retired:

Lennes, M. J.	Professor Emeritus of Mathematics	Sept. 1, 1944
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## Deaths:

Hazelbaker, Howard K.	Instructor, Journalism	Jan. 4, 1945
Stone, Arthur L.	Professor and Dean Emeritus, Journalism	Mar. 19, 1945

## II. Appointments:

<u>Name</u>	<u>Position</u>	<u>Date of Effect</u>
Braden, Geraldine R.	Kindergarten Teacher	September 1, 1944
Bradley, Mary D.	Instructor, Home Economics	February 1, 1945

# STAFF CHANGES TAKING EFFECT JULY 1, 1944 - JULY 1, 1945

## Resignations and Terminations of Contracts:

<u>I. Name</u>	<u>Position</u>	<u>Date of Effect</u>
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Braden, Geraldine R.	Kindergarten Teacher	June 30, 1945
Beaver, Helen I.	Instructor, Home Economics	June 30, 1945
Brennan, Richard S.	Instructor, Military Science	Feb. 15, 1945
Egbert, Ruby E.	Library Cataloger	Nov. 25, 1944
Ferro, Mary	Instructor, Business Administration	June 30, 1945
Foster, Mabel	Instructor, Mathematics-Extension and Public Service	Aug. 31, 1944
Fritz, Edmund	Instructor, Law	June 30, 1945
Fennessy, Dorothy M.	Hall Director	Feb. 8, 1945
Gordon, Ina G.	New Hall Social Director	June 30, 1945
Grady, Montana	Instructor, Business Administration	Aug. 31, 1944
Greenfield, Ruth M.	Grad. Assistant, Phys. Education	June 30, 1945
Isaac, Robert	Assistant Professor, Military Science	Jan. 16, 1945
Johnson, Hune W.	Assistant, Physical Education	Feb. 26, 1945
Kopet, Jerome	Assistant Professor, Pharmacy	Aug. 31, 1944
Krug, Edward	Assistant Professor, Education	June 30, 1945
Martin, Ruby R.	Instructor, Spanish	Aug. 31, 1944
Nagevsky, Marie	Instructor, Home Economics	Jan. 19, 1945
O'Brien, Dorothy	Instructor, Physical Education	Aug. 31, 1944
Perkins, Jessie V.	Head Teacher, Nursery School	June 30, 1945
Redford, Grant	Assistant Professor, English	June 30, 1945
Roark, Ella B.	Hall Director	Aug. 31, 1944
Rimel, Vera S.	Corbin Hall Social Director	June 30, 1945
Roosevelt, Georgia	Instructor, Home Economics	Aug. 31, 1944
Shoup, Mittie L.	North Hall Social Director	June 30, 1945
Smith, Charles A.	Assistant, Military Science	Jan. 21, 1945
Sorge, Helen	Instructor, Physical Education	Aug. 31, 1944
VanGhent, Dorothy	Instructor, English	Aug. 31, 1944
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Yonell, Donald	Instructor, English	June 30, 1945
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## Retired:

Lennes, M. J.	Professor Emeritus of Mathematics	Sept. 1, 1944
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Stone, Arthur L.	Professor and Dean Emeritus, Journalism	Mar. 19, 1945

## II. Appointments:

<u>Name</u>	<u>Position</u>	<u>Date of Effect</u>
Braden, Geraldine R.	Kindergarten Teacher	September 1, 1944
Bradley, Mary D.	Instructor, Home Economics	February 1, 1945

### Appointments (continued)

<u>Name</u>	<u>Position</u>	<u>Date of Effect</u>
Beaver, Helen I.	Instructor, Home Economics	September 1, 1944
Ferro, Mary	Instructor, Business Administration	September 1, 1944
Flint, Elaine N.	Library Assistant (Instructor)	October 1, 1944
*Fritz, Edmund	Instructor, Law (Part time)	September 1, 1944
*Gordon, Ina C.	Social Director, New Hall	September 1, 1944
Greenfield, Ruth M.	Grad. Assistant, Phys. Education	September 1, 1944
Hearn, G. Edward	Instructor, English	September 1, 1944
Jacobs, Marjorie	Residence Hall Director	September 22, 1944
Johnson, June W.	Assistant, Physical Education	September 27, 1944
Marble, Everett G.	Instructor, Business Administration & Research Associate, Business Office	September 1, 1944
Meadows, Paul	Asst. Professor, Sociology (Part time)	September 1, 1944
Melby, Ernest C.	President	July 1, 1944
Moore, John	Instructor, English	September 1, 1944
Paton, Bernice	Cataloger and Assistant Professor, Library Economy	March 19, 1945
Phillips, Paul C.	Professor, History & Political Sci.	September 1, 1944
Riesel, Vera S.	Social Director, Corbin Hall	September 1, 1944
*Shoup, Mittie L.	Social Director, North Hall	September 1, 1944
Sorenson, Thora	Instructor, Spanish	September 1, 1944
Youell, Donald	Instructor, English	September 1, 1944
Waldon, Curtis H.	Professor, Pharmacy	November 1, 1944
*Perkins, Jessie V.	Head Teacher, Nursery School	September 1, 1944

### III. Leaves of Absence:

<u>Name</u>	<u>Rank</u>	<u>Date of Effect</u>
Adams, Harry F.	Assoc. Professor, Physical Educ.	September 1, 1944
Barkley, Fred A.	Instructor, Botany	September 1, 1944
Cleague, Betty	Asst. Professor, Physical Educ.	September 1, 1944
Coad, Francis E.	Assistant Professor, Law	September 1, 1944
Deiss, Charles	Professor, Geology	September 1, 1944
Duffalo, John A.	Assistant University Physician	September 1, 1944
Dugan, Edward B.	Assistant Professor, Journalism	September 1, 1944
Ephron, Marguerite H.	Instr., Latin & Humanities	September 1, 1944
Fessenden, Douglas	Professor, Physical Education and Director, Intercollegiate Athletics	September 1, 1944
Fiedler, Leslie	Instructor, English	September 1, 1944
Ford, James L. C.	Dean & Professor, Journalism	January 1, 1945
Fox, Guy	Instructor, Political Science	September 1, 1944
Hardy, Charles W.	Asst. Professor, Journalism	September 1, 1944
Hendorffer, Meredith B.	Director, Health Service and Associate Professor, Public Health	September 1, 1944
Hathaway, Dexter L.	Assistant Professor, English	September 1, 1944

\*Reappointments

### Leaves of Absence (continued)

<u>Name</u>	<u>Rank</u>	<u>Date of Effect</u>
Housman, Robert L.	Professor, Journalism	September 1, 1944
Lane, R. C.	Dean & Professor, Business Admin. (autumn quarter)	September 1, 1944
McGinnis, Ralph Y.	Assistant Professor, Speech	September 1, 1944
Mansfield, Michael	Assistant Professor, History and Political Science	September 1, 1944
Mason, David E.	Professor, Law	September 1, 1944
O'Neill, Dorothy P.	Acquisitions Librarian	September 1, 1944
Pope, Walter L.	Professor, Law	September 1, 1944
Phillips, Paul O.	Professor, History & Pol. Science	December 1, 1944
Ronhovde, Andreas	Associate Professor, History and Political Science	September 1, 1944
Saypenfield, B. R.	Instructor, Psychology	September 1, 1944
Schlueter, Rudolph J.	Assistant Professor, German	September 1, 1944
Sweazinger, Monica B.	Director, Residence Halls and Professor, Home Economics	July 1, 1944
Tascher, Harold	Assistant Professor, Sociology	September 1, 1944
Turner, A. P. L.	Associate Professor, Economics	September 1, 1944
Turney-High, Harry	Professor, Anthropology and Soc.	September 1, 1944
Wendt, Rudolph	Instructor, Music	September 1, 1944
Tychantis, George	Associate Professor, Fine Arts	September 1, 1944

### Sabbatical Leaves:

Bell, Clarence W.	Assistant Professor, Music	September 1, 1944
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### IV. Promotions:

<u>Name</u>	<u>Rank</u>
Cogswell, Andrew C.	Assistant Professor, Journalism to Associate Professor
Kisevic, George W.	Associate Professor, Military Science to Professor
Kutterville, Catherine	Lecturer, Sociology to Lecturer, Sociology and Counsellor
White, M. Catherine	Assistant Professor & Reference Librarian to Assistant Librarian and Assistant Professor of Library Economy

# STAFF STATISTICS SHOWING INCREASE AND DECREASE

	<u>1943-44</u>	<u>1944-45</u>	
Lecturer	33	1	-2
Professor	47*	47*	
Associate Professor	22*	21*	-1
Assistant Professor	34*	31*	-3
Instructor	42*	34*	-8
Assistant	7	8	+1
	<u>155</u>	<u>142**</u>	<u>-13</u>

1 943-44\*      Six professors on leave without pay - Deiss, Fessenden, Housman, Line, Mason, Turney-High  
                  One professor on leave with pay - Atkinson (spring quarter)  
                  Five associate professors on leave without pay - Adams, Dahlberg, Hesdorffer, Ronhovde, Turner  
                  Two associate professors on leave with pay - Marvin (autumn quarter), Yphantis  
                  Eight assistant professors on leave without pay - Clague, Coad, Dugan, Haydon (part of year), McGinnis (part of year), Mansfield, Schlueter, Tascher  
                  One assistant professor on leave with pay - Baty  
                  Eight instructors on leave with pay - Barkley, Duffalo, Fiedler, Fox, O'Brien, (part of year), Peterson (part of year), Sappenfield, (part of year), Wendt

1944-45\*      Ten professors on leave without pay - Deiss, Fessenden, Ford (winter quarter) (spring quarter with pay), Housman, Line (autumn quarter), Mason, Pope, Turney-High, Phillips (beginning December 1), Mrs. Swearingen  
                  Five associate professors on leave without pay - Adams, Hesdorffer, Ronhovde, Turner, Yphantis  
                  Nine assistant professors on leave without pay - Clague, Coad, Dugan, Hardy, Hathaway, McGinnis, Manfield, Schlueter, Tascher  
                  One assistant professor on leave with pay - Bell  
                  Eight instructors on leave without pay - Barkley, Duffalo, Ephron, Fiedler, Fox, O'Neil, Sappenfield, Wendt

Residence halls social directors included with assistants; emeritus group not included; ROTC and Affiliated School of Religion included.

\*\* Decrease from last year due to fewer people on part time.

<u>Summer</u>	<u>1943</u>	<u>1944</u>	
Regular	39	40	✓ 1
Special	<u>16</u>	<u>12</u>	<u>- 8</u>
	54	52	= 2

ARCHIVES

President -  
Ernest O. Melby  
Aug. 2, 1945

August 2, 1945

To Members of the Faculty:

The thought occurred to me that you might like to examine the annual report I have just made to the State Board of Education. Accordingly, I am sending you a copy.

With all good wishes, I am

Cordially yours,

Ernest O. Melby

EOM:jom

MONTANA STATE UNIVERSITY  
Missoula

July 31, 1945

PRESIDENT'S REPORT

To the State Board of Education:

Since this is my last annual report and since the four years I have spent in the University of Montana have all been under wartime conditions, I have felt justified in making this annual report to some extent a review of the past four years of wartime history for Montana State University. With the advent of Pearl Harbor these wartime conditions made their impact upon the University at a very inopportune time. Years of depression in Montana had severely reduced the operating budget of the University. Administrative difficulties and unfortunate developments had militated against public confidence in the University's program. While other comparable institutions in the country were gaining in registration, Montana State University dropped from a total enrollment of 2,256 in 1936-37 to one of 1,618 in 1941-42. Practically all of this reduction occurred before Pearl Harbor. The reduced registration depleted income from fees and adversely affected many aspects of the University's program.

Montana State University has had a long history of financial troubles. In 1929-30 Montana State University received \$363,578.37 from the millage tax. In this year the University enrolled 1,589 students. By 1936-37 the student body had risen to 2,256 but the appropriation from the millage fund had fallen to \$249,485.39. Even for the school year 1941-42 the millage appropriation was only \$319,436.01. It takes little elaboration to indicate the handicap of so limited a level of financial support. Briefly, however, it can be pointed out that during the ten-year period preceding the present war the physical plant deteriorated from lack of upkeep, and the morale of the faculty and students suffered because of the distressing conditions under which the work had to be carried on.

At this point I wish to pay tribute to the devotion and loyalty of the faculty of Montana State University. I know of no state university which has carried on in the last two decades under as serious difficulties, yet the devotion of the faculty to the young people of Montana and to the welfare of the state has not wavered. In spite of the difficulties under which the faculty has labored, the educational product has been far better than the state had a right to expect.

Financing the University

The critical character of the financial problem confronting the University in the fall of 1941 seemed to call for vigorous action on the part of the administration of the University and the State Board of Education. Accordingly, every opportunity was taken to present the facts to the public concerning the lack of support enjoyed by the University. When the time arrived for the 1943 session of the Legislature, however, it was difficult to secure the fullest attention to the financial plight of the University because of the greatly reduced registration and because of the urgency of other wartime concerns. While the 1943 Legislature



did increase the appropriation from the millage fund slightly, it was necessary to reduce the estimate of return from fees from \$155,000 to approximately \$97,000. This brought about a drastic reduction in the operating budget of the University. For the second year of the biennium the appropriation from millage was somewhat larger, but with the reduced fee income the total income of the University was still lower than it was in 1941-42.

In the closing days of the 1943 legislative session Army educational programs came to the campus. The war training programs began March 1, 1943, and continued in one form or another until January 7, 1945. These programs not only made a contribution to the war effort, but they proved a lifesaver to University finances. In fact, had it not been for these programs it would have been necessary to dismiss at least 15 faculty members in the fall of 1943 because of lack of funds. With the Army program on the campus, these faculty members undertook Army teaching and were retained as members of the staff of the University for service in the postwar period. The Army also bore what it judged to be its just share of the physical plant operating expenses of the University. The housing and feeding of the trainees made it possible for the residence halls to maintain a position of solvency with regard to outstanding bond obligations. Army use of the Student Union Building helped the Student Union to maintain its financial position. The operating budget of the University for the school year 1943-44 was \$742,049.77. For 1944-45 it was \$616,397.68. In both of the two years of the biennium the regular appropriations to the University were enhanced by receipts from Army funds to make up these total operating budgets.

The requests to the 1945 Legislature were prepared during the summer and fall of 1944. Their preparation followed a greatly different plan from that utilized in previous years. Ordinarily, the presidents of the six units meeting in the Executive Council had estimated the returns from the millage tax and divided the returns as best they could among the various institutions and made their requests of the Legislature correspond with the available income. An obvious defect of this policy is that the Legislature can never be informed of the actual needs of the University because the requests are based, not upon the needs of the institution, but upon the amount of available funds. In the preparation of the 1945 budgets a different policy was followed. Each president asked his deans and department heads to prepare their estimates based upon conservative estimates of the needs of the department. The president assembled these requests, and Miss Dorothy Green as Executive Secretary of the University of Montana compiled the requests of the various institutions into a single budget for the University system. The State Board of Education was sympathetic to this policy and assisted through the appointment of a special committee which reviewed the budgets in detail. When the requests were finally presented to the Legislature they exceeded the probable income for the biennium by more than a million dollars.

It had been hoped by the Executive Council that the Legislature would see fit to appropriate these additional funds from the general fund of the state. Instead, however, the Legislature made its appropriations from general funds subject to the income from fees, thereby keeping the University from sharing at all in the state general fund. The Legislature did, however, recognize the needs of the University and appropriated more than \$900,000 from an accumulated balance of approximately one million dollars in the millage fund for current expenses for the University system for the biennium. For Montana State University the request for the biennium

was \$1,516,651, and the appropriation actually made totalled \$1,355,791, as compared to \$977,358 for the preceding biennium. In view of the substantial character of the increases in appropriations by the 1945 Legislature to Montana State University, it is somewhat distressing to be forced to point out that the University financial problem is at least as serious as it was four years ago. A comparison of the major items in the budget for the school year 1941-42 with the corresponding items for the school year 1945-46 makes this fact clear. The increase in appropriations has barely covered the increased salary rates which wartime conditions have forced upon the University. In the educational system the amount included for salaries in the 1945-46 budget will actually supply a smaller faculty at the current rates than the amount included in the 1941-42 budget supplied at the rates which then existed. In 1940-41 with a teaching faculty of 94 the budget for salaries was \$296,124. In 1945-46 with only 80 teaching faculty members the salary budget is \$385,005. As far as the physical plant is concerned, increased costs of supplies and greatly increased rates of pay have absorbed the entire increase from 1941 to 1945 and left nothing for improved maintenance of the physical plant. I can summarize by pointing out that substantial as the increases in appropriations have been they have not kept pace fully with the increase in costs during the corresponding period, and the University is therefore in as precarious a position financially as it was before Pearl Harbor.

A forward look makes the financial picture for the University even darker. The return of veterans from overseas service and the return of a normal student body to the campus will no doubt give Montana State University the largest enrollment in its history. As matters now stand, it will have to teach these students with a smaller faculty in proportion to student body than it has had for many years. An overloaded faculty is one of the surest ways to reduce educational efficiency. On a nationwide basis the costs of education are mounting. Salaries are rising, and the costs of all supplies and materials are growing constantly higher. The years to come, therefore, will find higher and not lower costs facing the University.

The problem of sources of funds for higher education in Montana continues to be serious. The present return from the  $3\frac{1}{2}$  millage tax supplies only a little more than half of the amount of money needed to maintain the University system on its present level of operation. If the level of operation were raised to that of comparable institutions in other states and if a quality program were to be maintained, the millage tax at its present rate and return would produce barely half of the needed revenue for the University system. Appropriations by the last Legislature have taken most of the accumulated balance in the millage fund. Probably the balance in this fund will not exceed \$300,000 at the time the 1947 Legislature assembles. Requests from the University system at that time will probably exceed those for the last biennium by at least a half a million dollars. From what source are the additional funds to be secured? The answer is not an easy one. Various kinds of new taxes are being proposed, no one of them wholly in favor with all of the important economic groups in the state. Some have proposed a doubling of the rate of the  $3\frac{1}{2}$  mill tax to 7 mills. Since such an increase must be voted upon by the people, it is problematical whether or not it would be approved.

The plain fact is that Montana has established and is trying to maintain a system of higher education which is beyond the capacity of the state to support unless it wishes to exert itself for such support beyond the levels in other comparable states. This condition lends emphasis to the program carried on by

the State Board of Education in the past two or three years seeking a reorganization and unification of the University system for more economical and more efficient operation. Attention will be given to this problem later in the present report.

#### House Bill 10

The 1945 Legislature changed the conditions of appropriations in connection with the state general fund from those which operated in the budget provided by the 1943 Legislature. Under the former practice all fees collected by the University were deposited in the state general fund, and the Legislature appropriated a flat sum as an offset for fees. While this plan caused a lack of flexibility in the University's budget in cases of rapidly rising student bodies, it did have a marked advantage in giving the University a stable and predictable income. Under the terms, however, of the 1945 appropriation bill the University will receive only as much income from the general fund as it collects in student fees and no more than the ceiling figure named in the appropriation bill. If in either of the two years of the biennium more than \$110,000 is collected, this excess will not be available to the University. Since the amount to be collected in student fees is uncertain, there is almost no way for the University to plan its budgetary operations.

Generally speaking, there are two ways of managing university finances. One is to carry a balance large enough to protect the institution in emergencies. The other is to follow the plan that has been in operation in Montana, namely, the appropriation of a flat sum covering fees. In this case the state guarantees the operation of the institution and makes it possible to do sound educational planning. In Montana it is not feasible to carry a balance, because all balances so carried revert to the state treasury at the end of the biennium. The University system is thus in a most difficult position as a result of the provisions of the 1945 appropriation bill.

The plan of financial operation that has been in effect in Montana (covered by the legislative measure known as House Bill 10) has been the subject of a great deal of criticism. In spite of its defects when applied to certain aspects of the University's program, it has had considerable merit. Any advantages, however, which it has carried for the University have been destroyed by the action of the 1945 Legislature. We now have all the disadvantages of House Bill 10 and none of the advantages that were held out to the various state institutions when the measure was adopted. The 1947 Legislature should either repeal House Bill 10 entirely as it applies to the University system or return to the former practice of making flat appropriations as offsets for fees. If the Legislature removes the University from the rules of House Bill 10, it should enable the University to handle its funds on a trust fund basis, making it possible to carry funds over from one biennium to the other. Either the University must be in position to carry a balance to protect it in case of emergencies or it must have an income the amount of which can be predicted.

## Organization of Higher Education in Montana

In the last three or four years the State Board of Education has given a great deal of attention to problems related to the organization of higher education in Montana. In December of 1943 it appointed a commission of 19 representative citizens and entrusted this commission with the responsibility of studying the system of higher education and making recommendations with regard to its organization and administration. The commission reported in June of 1944 and recommended a clarification of the powers of the State Board of Education, a unification of the educational institutions as to educational program and budget, and in a general way indicated the importance of eliminating overlapping of effort. The Board of Education approved the recommendations in a general way, and under its direction legislation was prepared translating the recommendations of the commission into statutes and a Constitutional amendment. In dealing with the problem of overlapping the State Board of Education prepared a statement of policy which sought to concentrate the preparation of elementary school teachers in the college at Dillon, to convert the colleges in Billings and Havre into junior colleges and preparatory institutions. It was the Board's hope that the program could then be developed in the various institutions on a functional basis with as little overlapping of effort as possible. Local interests, however, defeated nearly all of these proposals, and although the Legislature did pass House Bill 214, the principal legislative measure which had been introduced by the Board of Education, it removed the most important section of the Bill, namely, that which gave the Board of Education the power to transfer funds from the budget of one institution to that of another. House Bill 214 does provide, however, that the State Board of Education must appoint an executive officer. This provision probably stabilizes the position of the chancellor or executive officer.

After three decades of controversy and discussion the problem of organizing higher education in Montana thus still remains acute. Common sense thinking on the part of most informed citizens of the state leads to a recognition of the soundness of the proposals made in the last Legislature by the Board of Education. Localism in the various towns in which the units of the University system are located is, however, so strong that it seems to preclude an open-minded consideration of the most obvious facts. In the meantime the State College at Bozeman is on the way to becoming a full-fledged comprehensive university; the Normal School in Billings will continue to be a teacher education institution and in addition broaden its program to include junior college courses; and both the State College in Bozeman and Northern Montana College at Havre are developing programs in the field of industrial arts. The education of secondary school teachers is divided between the State College at Bozeman and the State University at Missoula, and with this division of forces neither school is likely to develop a strong program. Meanwhile, also, educational costs are mounting in all the units of the University, and no one knows how enough money can be secured to establish quality programs for Montana's young people.

The most discouraging feature of the entire situation is the utter refusal of the partisans of the individual units of the University system to face the facts in regard to the organization and cost of higher education in Montana. Certainly it must be clear to any well-informed person that if Montana with a population of perhaps 450,000 people attempts to do everything in the field of higher education and duplicate efforts in the various centers, it is certain to fail to develop

educational programs of quality and effectiveness. The state is not large enough to support even one college for the preparation of elementary school teachers, yet three are being maintained. In the long run it is the young people of Montana who must suffer for the selfishness and local partisanship of educational leaders and their supporters.

### Faculty

Problems of the teaching staff in a small state university are nearly always serious. Low salary schedules make it difficult to obtain outstanding staff members. When they are obtained they are usually quickly attracted away to other institutions by larger salaries and improved working conditions. This process has been going on in the case of Montana State University ever since its establishment 50 years ago. Were it possible to assemble the staff members who have served at Montana State University we would no doubt have one of the most distinguished faculties in the entire nation. For one reason or another, however, many outstanding people have remained in Montana, chiefly because of the love of their work or because of their enjoyment of Montana's glorious scenic and climatic advantages. Nevertheless, the University found itself in 1941 with urgent need for increased strength in many schools, departments and instructional areas. In the past few years a considerable number of outstanding young men and women have joined the faculty. With the return of peacetime conditions many outstanding faculty members on leave will contribute their talents to the improvement of the University's program. Only a beginning, however, has been made. The faculty of the University is especially deficient in numbers of young men and women of the ages of 25 to 35, men and women who would normally hold the rank of instructor or assistant professor. Assuming that the postwar registration of the University is somewhere between 2,500 and 3,000 students, the University will need the services of at least 50 such young men and women.

The above situation with regard to staff emphasizes the importance of improved salary levels and desirable personnel policies for the University. Increasingly, University faculty members are attracted not only by adequate salaries but by desirable conditions of employment, security of tenure, reasonable teaching loads, optimum equipment and conditions for research and adequate retirement programs. In relation to several of these factors Montana State University is in a difficult position.

### Salaries

In the school year 1940-41 the highest salary paid to a full professor at Montana State University was \$3,360. With the aid of funds provided by the 1941 Legislature this was increased to \$3,600 for the school year 1941-42. As staff members relinquished their positions to undertake war work, the funds for their salaries thereby released were diverted to salary increases for the staff members who remained on the campus. Increases of this kind were provided in April, 1942; July, 1942; April, 1943; and April, 1944 and 1945. While the increases in each instance have been small, they have operated to raise salary levels to the point where staff members who as full professors received \$3,600 on a nine-months basis in 1941-42 received \$4,800 in 1945-46 on a twelve-months basis.

### The Twelve-Months Contract

For years the University system had faced difficulties because of variations in employment practices among the units of the University and between groups within a single institution. In the State College, for example, staff members in the Extension Service and the Experiment Station were employed on a twelve-months basis. Those in the instructional aspects of the College program were employed on a nine-months basis. In the State University a summer session provided additional income for some members of the staff. This income varied greatly and reached only a part of the faculty, but it was a factor, nevertheless, in faculty income. The advent of the Army programs provided year-around employment, with considerably increased income for the members of the staff. At the April meeting of the Board of Education in 1944 the State Board of Education placed all of the instructional employees of the University system on a twelve-months basis with one quarter out of residence every two years. This action on the part of the State Board of Education has eliminated discrepancies in employment practices among the various units of the University and among the various members of the staff of a given institution. Simultaneously, the Board of Education also made the contract year correspond with the fiscal year, so that both the contract and fiscal years now run from July 1 to June 30. Extra pay for extra work has been eliminated, and each faculty member receives a single salary which represents his total compensation from the University.

The new twelve-months plan will, I believe, increasingly commend itself to both the faculty and the state as time goes on and reveals its advantages. Under this plan the younger staff members who quite often could not teach in summer school under the old program can now carry on research work and receive compensation for it. If desirable, they can also participate in various forms of community service. Incomes can now be approximately the same in various schools and departments of the University, eliminating jealousies and differences of opinion over opportunities for summer session employment. Moreover, a staff member under this program is not penalized by reduced income merely because he happens to work in a field in which there is little opportunity for summer employment. The leave of absence privileges extended under the rules adopted by the Board of Education on April 10, 1945, will make it possible for staff members to continue their training, secure needed rest or other stimulating experiences.

A word of caution is in order with regard to the salary rates under the new plan. It should be remembered that these salaries now represent the faculty member's entire income and that, accordingly, care must be exercised from time to time that these annual incomes compare favorably with those in other institutions. Already the University is losing several of its ablest staff members because of higher rates being paid elsewhere. The Legislature should recognize this fact, and provide adequate funds in its next appropriation to make certain that the University's interests are protected.

### Teaching Loads

Teaching loads in Montana State University have always been high. The only exception, perhaps, was a certain period during the war when the student body fell

to a low level. Ordinarily, the student-faculty ratio has been about twice that of the national average. On an average in American colleges and universities it is assumed that there should be one faculty member for every ten students. In Montana State University in normal times the ratio has been one staff member for every twenty students. Unless exceptional effort is put forth to correct this condition, these high teaching loads are almost certain to return after the war. With them will come reduced educational efficiency and a reduced attractiveness of Montana State University as a place to work. Every effort should be made to increase the size of the faculty to the point where adequate individual attention can be given to students.

#### Retirement Privileges

The 1945 session of the Legislature stabilized Montana's teacher retirement system. From now on the state contributions to the retirement program are contributed from the University's funds, and it will be unnecessary to ask the Legislature every session for funds to carry on the retirement program. While this is a commendable step and will guarantee full payment of retirement allowances, the teachers retirement program is utterly inadequate for the needs of the University. Also, in the 1945 session of the Legislature a new system for retirement of state employees was established. Under this system an employee in the non-educational aspects of the University's program can retire on as much as \$2,000 per year, while the highest retirement allowance available to a member of the faculty is \$1,000. While I am highly gratified that other state employees are to have this privilege, I can see no justification for withholding a similar privilege from the staff members of the University. In most of the leading educational institutions of the country adequate retirement programs which permit staff members to retire on approximately half of maximum salary are now in effect. Obviously, Montana State University cannot compete with these institutions if its salary and retirement programs are wholly inadequate. Steps should be taken to bring this matter to the attention of the 1947 Legislature to the end that a retirement program for University faculty members and other teachers of the state may be established which will at least equal in attractiveness the program now in effect for other state employees.

#### Educational Program

On a nationwide basis educational institutions are studying their offerings and examining their instructional procedures. This widespread study has been induced partially by new educational developments, partially by Army educational experience, and even more by the anticipation of new problems confronting the institutions in meeting the needs of returned soldiers. Such a program of curricular study was undertaken in January, 1943, with the appointment of a Special Curriculum Committee consisting of the following staff members: Walter A. Anderson, Edwin W. Briggs, Ludvig G. Browman, James L. C. Ford, C. W. Leaphart, Wayne R. Lowell, Edwin L. Marvin, H. G. Merriam, Melvin S. Morris, Anne Platt, J. W. Severy, Stanley Teel and Melvin C. Wren. This committee, under the chairmanship of Dean Anderson of the School of Education, began a long-time study of the instructional program of Montana State University. The committee examined similar studies being

carried on in other institutions. It reviewed the literature on higher education. It promoted a series of forums and discussion groups dealing with the problems faced by our own University. It enlisted the cooperation of the vast majority of the faculty members in the study of our problems. In the spring of 1945 the committee made two proposals. The first recommended the establishment of an experimental program in general education; the second recommended certain modifications in the regular general education offerings of the University. In my judgment it is to be regretted that the faculty did not see fit to approve the experimental program for the school year 1945-46, and it is to be hoped that interest will be revived in it at a later date. The recommendations for alteration in the general education program of the University now under consideration are, in my judgment, moves in desirable directions, and it is to be hoped that they will be approved.

The Special Curriculum Committee and the faculty working together have put in two and a half years of effort in critical self-examination of the University's program. In spite of the large amount of work that has been done, only a beginning has been made. It is the type of study which should be continuous in the life of the University.

The critical character of the present international situation, the difficult political, economic and social problems faced in our own state of Montana, and the needs of the returned soldiers all combine to suggest a more vital college curriculum for the postwar years. Only through enlightened leadership can our national and world problems be solved, and the provision of an enlightened leadership is one of the major functions of Montana State University.

#### Adult Education and Field Service

The movement for adult education on the part of universities is worldwide. It has perhaps reached its highest level of development in England where the time-honored universities of Cambridge and Oxford are cooperating with labor unions and industrial organizations as well as community groups in the provision of needed courses of instruction in current problems. Similar programs have been highly developed to the north of us in Canada. In the United States practically all of the universities are engaged in developing their extension, field service and adult education programs.

At Montana State University this work has been in gradual process of development for a number of years. The Extension Division has offered courses in a great many communities. In 1943-44 the aid of the Rockefeller Foundation was enlisted in the development of a program to improve life in various Montana communities. A special grant of \$25,500 was provided to the University of Montana as a whole for this work. Since that time additional grants have been made by the Foundation bringing the total to \$34,500. The services of Mr. Baker Brownell of Northwestern University were secured to direct this investigation. Briefly, the Montana Study has sought to be of help to people in Montana communities in the study of their own problems. A considerable number of discussion groups, forums and research projects have been carried on in the one year in which the Study has been in operation. The response to this type of undertaking has been most gratifying.



If the striking cityward trend of American life is to be decelerated, more must be done to make the rural areas and the small communities interesting and productive places in which to live. If this community improvement is ever to take place, it must come as a result of activity on the part of those who live in the community. Accordingly, the Montana Study has utilized local resources wherever possible in its program. Basically, it is a process whereby the people living in Montana communities are themselves studying their problems and seeking to improve their life and that of the community.

The Montana Study will be supported by the Rockefeller Foundation in part at least until July 1, 1947. It is to be hoped that by that time the program will commend itself to Montana people sufficiently so that it can be carried on with state support from then on.

In the above discussion of adult education no attention has been given to needed field services in the public schools of Montana, in small business and in the various business and professional fields touched by the University and its program. The Schools of Pharmacy, Forestry, Education and Business Administration will face heavy demands in these areas. Increasingly the various professional groups are calling upon University staff members for assistance. These services take time and travel expense which must be provided by the state. It is clear, however, that it is only through such services that the University will find its way into a vital place in the life of Montana, and it is only as the University attains a vital place in the life of the state that it will receive its needed support.

#### Need for Counseling Service

For several years various faculty committees have studied the counseling problem at Montana State University. All of these studies have led to a greater recognition of the need for improved advisory services to our students. At the present moment there seem to be three phases of this problem that need attention. In the first place, the high school graduates of Montana face a considerable problem in choosing their courses and in choosing among the six institutions which comprise the University of Montana. If these choices are to be made on the basis of promotional activities and new students activities of the six units of the University, much confusion will result, and many losses to individual students will be incurred. It would seem that the University of Montana as a whole should maintain a guidance service placing the choice of courses and institution on an intelligent analysis of the student needs and vocational choices. If the trend in the organization of the University system is toward unification, such service should be maintained in connection with the chancellor's office. If, on the other hand, the trend is to be in the direction of six separate institutions, it is clear that Montana State University must equip itself to discharge this function.

The second problem concerns counseling to our regular students once they are on the campus. Generally speaking, in institutions of higher learning in the country the old-type organization with deans of men and deans of women is on the way out. In its place there is developing a new plan of organization providing for a dean of students or dean of student affairs, with counselors who assist both men and women with their problems. Some form of this type of organization would seem desirable for Montana State University. It seems to be generally

recognized by members of our faculty that the University needs more counseling service than can be provided with the present staff. During the past year Miss Catherine Nutterville has devoted half time to this work and has rendered an important service to our student body. The half time services of one person is, however, an entirely inadequate provision of time. It is to be hoped that the services of a full time counselor can soon be secured.

The need for improved counseling services is accentuated in the third place by the many problems presented by the veterans of the present war who are beginning to come to Montana State University. As yet we cannot see the problem of veterans education fully. We know that each veteran presents an even more individual problem than the average regular student. We know that many modifications of existing curricula and regulations will need to be made for these veterans. We know, too, that these decisions cannot be made without careful study of individual students. A beginning has been made through the establishment of the office of veterans education with Dr. A. S. Merrill as general director. Thus far, the organization, however, has resources only to handle administrative matters and is lacking in counseling service. If the office of veterans education is to realize on its potentialities, it should be provided with the services of a counselor.

#### Needs of Schools and Divisions

Each of the deans of schools and heads of divisions has submitted a report indicating the most important needs of his field of work. Lack of space makes it impractical to discuss all of these needs in detail. Generally speaking, nearly all divisions and departments of the University have inadequate staff to meet the needs of the heavy registration in the postwar period. Nearly all of them need new equipment. It has been practically impossible to secure new equipment during the war period, and much of the University's equipment is either in bad state of repair or obsolete. The latter is particularly true in the scientific fields. Many schools and departments have very inadequate housing. Among those with crucial needs as far as building space is concerned are music, education, business administration, English, history, home economics, geology, psychology, physics and speech and dramatics. The last Legislature passed a measure providing for careful planning and financing of postwar building construction. It is expected that this program will bring relief to some of the departments mentioned above.

Generally one of the most important needs in the professional schools of the University is closer contact with the professions which are served. In the professional schools some staff member should be in position to visit the various communities of the state and keep in touch with developments in the field as well as be of assistance to the practitioners served by the school. Practically every professional school on the campus needs to maintain this kind of service. Present staff limitations make such services exceedingly difficult.

#### The Library

In many respects the library is the heart of a university. It is unthinkable that outstanding work can be carried on in any school or department without good

library facilities. In the past years much has been done to build the Library at Montana State University. Its greatest need at present is improved housing. The present Library, which from the standpoint of exterior architecture is a beautiful building, is wholly inadequate for the present needs of the University. In the first place, its interior design is awkward and, in many respects, unworkable. In the second place, cramped quarters in other departments force the use of much space in the Library for classroom and office purposes. At present study is being given to plans for remodeling the Library with additions so as to make it a workable plant for the Library of the University. This is one of the most urgent physical plant needs on the campus.

### Housing Facilities

Housing facilities for students at Montana State University will be wholly inadequate with the return of normal conditions. Even under the restricted enrollments of wartime conditions all the girls dormitories are full and for 1945-46 will probably be overflowing. There is only one dormitory for boys, South Hall. With the return of normal conditions, this building will not house more than a fraction of the boys who attend the University. Generally speaking, the sorority and fraternity houses are relatively small, and no large proportion of the students can be housed in this way.

A new problem is already confronting the University, that of housing for married students. It is estimated that there will be 500 returned soldiers attending Montana State University within a year or so after the war. At least half of these will be married men. Housing facilities for them simply do not exist in Missoula. Unless they are provided, it is pretty clear that many of these students will not come to the University but go to institutions where housing facilities can be secured. It is therefore of utmost importance that all possible steps be taken to build dormitories with apartments for married students, to provide temporary housing in some cases and to study existing housing facilities in an effort to locate all present housing facilities and utilize them to the fullest possible extent.

### The Campus and Physical Plant

Few educational institutions in the world have as beautiful a location and surroundings as Montana State University. If full advantage were taken of the University's mountain setting, one of the most beautiful universities in the country could be developed. With the help of funds from the Army programs and some special appropriations of the Legislature a good deal has been done to improve the state of repair of the buildings on the campus. Thus far practically nothing has been done to take full advantage of the beautiful campus as far as the improvement of lawns and shrubbery is concerned. A beautiful campus has educational value. It exerts a desirable influence on students and visitors to the campus. It provides an appropriate setting for creative educational effort. Expenditures for the beautification of the campus are therefore not luxuries but sound educational investments.

### Conclusion

It has been a common observation that people who spend some time in Montana become very fond of the state and its people and dislike very much to leave it. I believe this is because Montana possesses exceptional advantages for rich community living. The scenic beauties of the state, the very comfortable climate, and the advantages of the broad open spaces with their recreational outlet all contribute richly to making the state a fine place in which to live. One cannot help but feel that ultimately these advantages will make themselves felt in a high level of social responsibility and interest in the good things of life. It would seem that few states have as much to gain from a sound and effective program of higher education as Montana. It seems doubly tragic, therefore, that higher education in Montana is at present limited in its contribution to the state by ineffective organization and inadequate support.

My experiences in Montana have told me very definitely of the widespread interest in education on the part of many people throughout the state. Their interest and support have been of great help to Montana State University and to the University system. I am confident that some day these people with a genuine interest in education will make their influence felt and that as a result sound organization and effective educational programs will result.

I wish to express my appreciation to the State Board of Education, the faculty and student body, and the many friends of the University throughout the state for the fine spirit of cooperation they have extended to me and to the University.

Ernest O. Molby